The University of Alberta

AN EVALUATION OF THE EFFECTIVE TEACHING PROGRAM OF EDMONTON PUBLIC SCHOOLS

by

A. Louise Bentley

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education

Department of Educational Administration

Edmonton, Alberta
Fall, 1987

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled **An Evaluation of the Effective Teaching Program of the Edmonton Public Schools** submitted by **A. Louise Bentley** in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The Effective Teaching Program of the Edmonton Public Schools is a professional development program designed to familiarize teachers and administrators with a process that focuses on effective teaching skills. This inservice education program is based on the concept of providing theory, demonstration, practice and coaching through conferencing. The program is offered to teachers in the elementary, junior and senior high school levels. The ETP offers several options for participation which include a 'pull-out' model, in school model and a high school program.

This study was designed to evaluate the Effective Teaching Program by examining the perceptions of the participants in the program. The data were collected by means of a self administered questionnaire distributed to four types of participants in the 'pull-out' sessions of the Effective Teaching Program. The teachers who received questionnaires were either new participants, teachers who were new to the program in the year the study was conducted, 1985-86; or previous participants, those who had been involved as part of an inservice group in a previous year. The other two groups to receive questionnaires were school administrators and consultants who were involved in the delivery of the program.

The study was designed to examine the participants' views of the worth of the program and asked them to identify salient features of the program. The two main areas of focus for the study were on the success of the inservice model for training teachers to transfer skills and the specific classroom management and instructional skills that form the curriculum of the inservice sessions. The findings reveal the participants' views on the strengths, weaknesses, and postive and negative side effects of the program as well as their suggestions for changes to the ETP.

The study finds the ET Program to be valuable for the participants and discusses the important factors that contribute to its success. Based on the findings of the study, recommendations have been made as to key elements that successful teacher inservice programs should include. As well, the study examines the Effective Teaching Program content and compares it to skills that have been identifed in the literature as effective teaching skills. Recommendations have also been made about areas participants suggest for future modifications to an already successful program.

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Chapter 1

INTRODUCTION

Effective Teaching or Teacher Effectiveness have become very popular educational concepts over the last few years in North America. The Effective Teaching movement has grown out of increased study on teaching, in part initiated by a concentration on teacher evaluation, teacher improvement, professional development programs and, in part through increased research in the field of teaching. A number of professional development programs have been developed across the continent to capitalize on this information. One such program is offered by the Instructional Processes Branch of Edmonton Public Schools and is called the Effective Teaching Program.

The Effective Teaching Program is an ongoing or long term professional development program designed to familiarize teachers and administrators with a process of enriching their teaching repertoire. The process focuses on the four component parts of providing theory, demonstration, guidance and coaching through conferencing. The program is offered as a package to professional staff at the elementary, junior high and senior high levels and deals with teaching

skills in the areas of classroom management, instructional skills and teaching strategies.

1.1. The Problem

The purpose of this study was to evaluate the Effective Teaching Program in the Edmonton Public School System by examining the perceptions of participants in the program and their reports as to the strengths and weaknesses of the program and the side effects of their participation. The examination focused primarily on assessing the success of the model for training teachers to transfer skills, but it also addressed the content of classroom management skills and instructional skills.

1.2. The Purpose

This study was developed to identify and articulate the critical features of the Effective Teaching Program (ETP) and to document these findings. Informal response from the schools has indicated that the ETP is providing a service that is valued. However, the features of the program that make it valuable have not been formally validated by the participants.

Through changes due to personnel, budget, program growth and new directions of the branch in which the program is housed, the original structure of the program may have been altered. With added pressures due to increased teacher and administrator accountability through evaluation, the purpose and function of the program may also be affected.

The future direction of this program, and perhaps similar programs, may be enhanced with the identification of the features that the participants value in the program. With this information on hand, the decision-making as to changes in the program could be made based on sound information.

The model of operation of the program has been both lauded and criticized as a format for providing professional development services to teachers. Although teachers' perceptions should not be the sole criteria for deciding, it is important to know if the model of presentation is a critical factor in the operation of the program or are there other factors. Perhaps the program is valuable in the schools for reasons the operators do not even recognize. It is important to base decisions for change or retention on all the available information and the participants' documented views of the program are part of that valuable information. The results of this study should identify the strengths, weaknesses, side effects and factors contributing to the success of the program.

1.3. The Questions

The study answers the following questions:

1. Do participants in the program view it as valuable and worthwhile and, if so, what factors contribute to making the program good?
2. What are the views of new teachers, previously involved teachers, consultants, and administrators as to the strengths and weaknesses of the program?
3. Do participants in the program hold the same views or are there significant

differences between groups?

4. Does the impact of the program persist over time?

5. Do the skills the participants obtain in the program transfer to use in other teaching areas?

1.4. Significance

This study is highly significant for the Edmonton Public School System and for educational systems as a whole for several reasons. First, the program has been acclaimed as highly successful as measured by continued teacher, administration and trustee support; but there exists no empirical data to support the subjective view that it is valuable. There has been very little documentation of the program and there is a need to legitimize it from a research base. A review of the literature indicates that this program exists on a scale that is as large, if not larger, than any similar program in North America and documentation would serve as a valuable resource for other school jurisdictions.

A second significant reason for the study is that the program is very expensive and it is just a matter of time before there is a call to prove that the product justifies the expense. Schools must pay supply teacher costs ($800) in order to release teachers from class for training. On the average two teachers per school are involved for a total of 105 schools in the system. ($800 x 2 x 105=$168,000). In addition the program provides 10.5 resource consultants and a director to manage the program ($38,500 x 11.5 =$442,750 in salaries.)(Figures are based on 1986 budget allocations.)

Thirdly, the operational model of ongoing training is being used in the development of other teacher inservice programs, for example, the EPS have implemented a new professional development program that uses information on student learning styles as the basis for the content. It would be valuable to show that the concept of ongoing teacher inservicing is worthwhile for the participants and is therefore a valid model to be using. Finally, the examination of the content of the program should identify the strengths and weaknesses so that further development or modification might be based on identified areas of concern.

1.5. Delimitations of the Study

This study focused on the teachers and principals who had participated in the "pull-out sessions" of the Effective Teaching Program in the Edmonton Public Schools from 1982-1986. In addition to the "pull-out session", the program also provides services in the form of in-school programs, after-school programs and separate senior high school programs. This study focused primarily on the pull-out program with some reference to the high school program and the inschool program.

"Pull-out" is a term used to refer to a complete cycle of theory, demonstration, guidance, and feedback. Teachers and principals travel from (are pulled out of) their schools and go to a central location to receive inservice training. This training is provided by a consultant on a regular, ongoing basis. The teacher then receives followup observation and conferencing in the school before

the next inservice.

The inschool or after school program usually happens as an extension of the pull-out program. The content of the inschool program is the same as for the pull-out program but the inservices are offered to the whole school staff. Once a school has been involved for several years in the pull out program there are, in theory, four to six trained conferencers at the school. The principal and staff may then opt to offer the ETP inservices to the whole staff in after school (or early dismissal) inservices presented by a consultant. The administrator's obligation is then to see that each staff member who has been to the inservice is observed and conferenced on the skill that has been presented in the inservice. The trained conferencers on staff perform this task and the consultant is in the school one half day during the two week cycle to give assistance or to train conferencers.

The high school program is designed specifically to meet the needs of that level. It is a combination of the pull out and inschool programs in that selected teachers from the same staff (anywhere from 8 to 15) are pulled out of the classroom to receive an inservice during school time. The content is is similar to that of the pull out program but appropriate changes are made to meet the needs of the high school setting. Consequently, many of the classroom management skills are replaced with teaching strategies such as those outlined by Joyce and Weil in Models of Teaching (1980).

This study will focus only on the classroom management and instructional skills that are taught in the Effective Teaching Program(ETP). This author

recognizes the fact that literature has identified many other skills that contribute to effective classrooms and enhance learning. However, this study only deals with those specific skills that are addressed in the ETP.

1.6. Limitations of the Study

There are various limitations that are intrinsic to a study of this nature. The method of data collection is through questionnaires distributed to teachers and administrators who are currently or have previously participated in the program. The questionnaire was also distributed to consultants working in the program. Accuracy of the data is limited by the teachers' ability to remember their skills and their views of the program before participation in the program. Professional pride may inhibit a teacher or principal from accurate recall because they may feel they are being asked to admit that their skills were deficient before receiving training in the ETP.

Secondly, although each consultant works from a common base of information and philosophy, each inservice session is run independently of the other consultant's sessions. Consequently, it is possible that each participant does not receive equal treatment in the program. This reality may have an impact on some of the information gathered.

Finally, this author was heavily involved in the operation of the program for three years as a consultant. This involvement allowed access to information not ordinarily available to researchers, but may also cause some researcher bias. Therefore, the study was designed to minimize any personal reflection.

1.7. Assumptions

One of the main assumptions that is made is that the classroom management skills and the instructional skills of the program curriculum are valid skills and are viewed as such by the participants. It must also be assumed that these skills are consistent with the philosophy of education for the system, school, and individual teacher.

1.8. Review of the Literature

The purpose of this section of the thesis is to review the recent literature as it relates to the model of operation for the Effective Teaching Program as well as the process used and the content of the program. The entry points into the literature will be on two major themes.

One theme for examination is on teacher inservicing or the process of professional development. The literature indicates educators have done research on the component parts of a program necessary to transfer new skills to a teacher's repertoire. This would be a beginning point to look at the research base for the rationale of a rotational cycle that includes theory, demonstration, guidance and feedback or coaching.

The second area for review will be on classroom management and instructional skills or content. A review of the literature is necessary to ascertain the breadth or robustness of the skills that are included in the content of the ETP and the impact these skills have on teaching.

1.9. Methodology

The method of conducting this research was through a questionnaire survey to assess participants' views of the program. The questionnaire consisted of two parts: twenty-five (25) objective questions that rated the teachers' perceptions and five (5) open ended questions that elaborated on these views.

The sample included groups to represent the following:

a) teacher participants from the current year: (1985-86)(n=30)

b) teacher participants from the previous years (1982-1985):(n=30)

c) administrators from both current and previous years:(n=30)

d) consultants currently working in the program:(1985-86)(n=15)

New participants were randomly selected from the population of teachers who were attending the ETP inservices for the first time. Previous participants and administrators were randomly selected from a list of schools that have participated in the program previously. All the consultants who worked in the program for the school year 1985-86 formed the consultant group.

The collected data were analyzed on a number of different themes. The analysis provided information on a) the impact the program has on the teacher on an immediate (current year) level as well as over time (previous years) b) the strengths, weaknesses and side effects of the program, c) the impact of the program on the teachers' classroom management and instructional skills, and d) the significance of the format of the training process.

1.10. Description of the Effective Teaching Program

The Effective Teaching Program (ETP) is a professional development program that is designed on two separate but related assumptions as outlined in a document prepared by the designers/consultants of the program (Maynes, 1980). The first assumption is that teachers are educated but not trained, and that in order to train a teacher to the stage of "transferring skills" a four step process is necessary. The second assumption the program is based upon is that teachers are generally well informed as to the material or "content" of the curriculum but receive little or no information or training as to the skills necessary to present this knowledge to the students. Consequently, the main component parts of the ETP are 1) the inservicing model which includes theory, modeling, practice and feedback or coaching through conferencing and 2) the process skills of classroom management and instructional skills that teachers need to "teach" their content areas.

1.11. The Inservice Model

This model is based on research by Beverly Showers and Bruce Joyce (1983) that suggests there are four levels of "knowing" involved in learning a new skill.

a) Awareness: the awareness that the skill exists and an understanding of where you as an individual stand in relation to being able to implement the skill.

b) Understanding: a comprehension of the skill and an ability to communi-

cate about the skill to others.

c) Practice: an ability to do the skill in a protected environment without the complexities of a natural situation.

d) Transfer: the ability to use the skill or parts of the skill in all situations as a natural part of one's repertoire.

In order to transfer the skill and therefore cause change in performance, there are four levels to the training process.

a) Theory: this is the transmission of the knowledge or information that underlies the skill.

b) Model: in order to transfer a skill one must see it in operation through modeling or demonstration.

c) Practice: the skill must be practiced in a safe situation with the aid and support of a teacher.

d) Feedback or coaching: Joyce (1983) says this is the essential feature of the training model and one that is often neglected in traditional inservicing models. The teacher takes the skill back to the natural setting and receives feedback on their implementation of the skill. It is not until this happens that transfer is likely to occur for the teacher.

The Effective Teaching Program operates on this inservice model and incorporates these four elements into four essential features of the program.

1. The Preplanning: The Instructional Processes Branch of Central Services assumes the responsibility for scheduling and organizing both the inschool

and pull out programs. Late in the spring each school that is on the program receives notification of the consultant who has been assigned to their school, the half day the participants from their school will attend an inservice, and a schedule of the days the consultant will be in the school to train teachers and/or administrators in observing and conferencing. The school identifies the teacher(s) who will be participating in the program. In addition, the school must make their own arrangements for the teacher to be released from the classroom to attend the inservices and to be conferenced on their observation day.

2. The Inservices: The program consists of anywhere from 13 to 17 half day inservices (depending on the schedule for the year). Each consultant is given complete autonomy in the structure of their two and one half hour sessions; however, generally they are structured as follows:

   a. Review- Each session begins with a review of the skills that were covered in the previous session. Usually this takes the form of discussion about actual incidents that have taken place in the participants' classrooms or through discussion about case studies presented by the consultant.

   b. New Content- Each session presents the participants with information on a new skill. This includes information on the label and definition of the skill, the critical attributes of that skill, a rationale for using it, and diagnostic questions to aid the teachers in their decision making as to when to use the skill. Examples are provided either from the

teachers' classroom experience or by the consultant.

c. Modeling- The skill is modeled for the participants. This is done by a separate mini-lesson taught by the consultant, through the viewing of specially prepared videotapes, or through the actual teaching of the skill within the inservice. For example, the skill of active participation might be taught by using active participation within the lesson.

d. Practice- The practice happens through the use of the skill in a role-playing situation or through discussion. These discussions are usually stimulated by the use of questions or case studies and the teachers work in small groups to share their expertise and experience as well as new knowledge to address the problems. The nature of the skill often determines the nature of the practice activity. If the skill requires that teachers make decisions mid-stream then the activity will be designed to have teacher think on their feet. If the skill is a planning skill, then the activity will be a planning activity. The practice activity often asks the teachers to link the use of the skill to their particular classroom and prethink how they might employ it in their everyday teaching.

e. Closure- At the end of each session, each participant takes a few minutes to record their thoughts, feelings or comments on that day's session. Each consultant reads these comments and responds in a written form. The intent is to provide a safe environment for the

teacher to express any strong feelings or concerns they might have either about the sessions or their teaching.

3. Practice in the Classroom. It is expected that each teacher will employ the skill that has been discussed at the inservice session in their own teaching. To give the teacher feedback on their use of the skill, an observation and conference is scheduled on a regular basis.

4. Observation and Conferences. Each teacher who attends an inservice session is to receive an observation and conference after every session. Besides the scheduled conference, the program encourages the school administrator to arrange for a second conference during the two week period.

This concept of the training model is one of the major premises of the ETP. The intent is that no matter what the content (in this case classroom management and instructional skills), the teacher who has participated in the program will be trained in a method that they can use to initiate change in any content area, not just the content presented in the ETP. One of the hopes of the program is that a school that receives information on a new area, for example, learning styles, will be able to apply the process and therefore transfer the skills to their classroom teaching. Ideally, a school will eventually have enough trained observers and conferencers to have teachers, either formally or informally, visit each other's classrooms and coach each other.

The second essential concept of the program is based on the skills teachers need to teach in any curriculum area or at any grade level. These skills have

been identified from research made on the study of teaching and the program breaks them into two parts: classroom management skills and instructional skills. (See Appendix A1 for a list of the skills taught in the program.) A third area has emerged as a content area that provides the link between the process and content of the program. This is the area of conferencing. In order for teachers and administrators to provide meaningful feedback to colleagues it is desirable to have a format for providing the feedback. To do this, the program provides all participants with theory, demonstration, practice and feedback on conferencing colleagues.

1.12. The History of the Program

Based on the above mentioned concepts the Edmonton Public School District piloted two programs in 1982. They were called the Effective Teaching Program (ETP) and the Project for Effective Teaching (PET). These two programs formed the basis for the operation of the program as it exists in the schools today.

In 1982, the ETP originated as a centrally funded program which drew thirty teachers from their schools once a week to work with a consultant primarily on classroom management and instructional skills (Maynes, 1980). These teachers were assigned to their schools as .9FTE (full time equivalent) and .1FTE to the ETP. After each inservice the teachers returned to their classrooms to practice the skills that had been presented during the inservice. During the week, the consultant observed the teachers in their own classroom and

provided feedback through conferencing as to the teachers' use of the particular skill.

The second model of implementation was referred to as the Project for Effective Teaching (PET) (Maynes, 1980). It adhered to the same training principles of theory, modeling, practice and feedback, but concentrated its content on instructional skills. This model involved three elementary school staffs and provided inservices to each staff once every two weeks. Follow up conferences were received by all teachers on staff with the consultant, school administrator or a teacher who was participating in the program.

1.13. The Effective Teaching Program Today

These two models, the pull-out and the inschool model, became the basis of the operation of the Effective Teaching Program as it existed at the time of this writing (Fall '87). The elements of the two programs were integrated and sequenced to form the resulting model.

In the pull-out part of the program, volunteer teachers are pulled out of their schools to a centrally located inservice session labeled either Phase I or Phase II (Mireau, 1983). The distinction refers to whether the school is involved in the program for the first time (Phase I) or for a second, third, or fourth year (Phase II). In Phase I the two participants usually selected from the school are the administrator and a teacher who has been identified as a successful classroom teacher and a leader with the staff. A Phase II school already has at least two trained staff members, so the school sends two more teachers or a teacher

and an assistant principal to the inservices. These people receive the same content material at the inservices but are conferenced by the consultant and last year's participant back in the school.

The intent of the program is to start the training on a small scale and gradually build the base of trained conferencers in the school. One model of operation in the schools might be as follows in Table 1.1 .

	Phase I	Phase II			
	1st year	2nd year		3rd year	
practices skills	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Conferencer	Administrator	admin	Teacher A	Teacher A	Teacher B
	Trained by consultant	conferences solo	trained by consultant	conferences solo	trained by administrator

Table 1.1 Sample Model for Operation in School X

Each teacher is conferenced on the skills that are presented at the inservices. The attempt to sequence the two programs (ETP and PET) that were piloted in 1982 occurs when a school has been in the program long enough to have a base of trained conferencers in the school. The school then moves to becoming an "inschool program". The inschool program presents the whole staff with the content material during after school inservices and then each staff member is conferenced by a trained conferencer who took part in the pull-out

sessions.

1.14. Conferencing

The conferences are based on a supportive model of supervisory conferences developed by Madeline Hunter (Hunter, 1980). The four distinct stages involved are as follows:

a) gather the data-- through note taking and observation in the classroom done by the conferencer and the trainer.

b) analyze the data --plan a conference based on diagnostic questions applied to the gathered data to assess the strengths of the teacher.

c) deliver the conference--this is a triad with the teacher who taught the lesson, the school staff member who is being trained as a conferencer and a trainer (usually the consultant).

d) conference the conferencer--in keeping with the training model, the conferencer must receive feedback on their conferencing skills.

Both the inservices and the conferences at the school are planned to require a half-day block of time from the participants. Consequently, sending two staff members to the inservices requires substitute or supply teachers for two half days. Back at the school, the conferencers require a half day block to observe, plan, deliver and receive feedback (See Table 1.2). The teacher who is being conferenced must also be released from their classroom for at least thirty minutes to receive the conference. This assumes the administrator is full time and therefore no cost is attached to their release for the inservices and the

conferencing.

The complete picture for time involvement and cost for School X would be as follows:

	Phase I	Phases II	
	year 1	year 2	year 3
inservices	teacher A 1 sub	Teachers B&C 2 subs	Teachers D,E, &F 3 subs
school conferencing	administrator	admin+teacher A	Teachers A.B,&C
subs release time	 30 min.	teacher A 1 sub B&C-2releases	3 subs 3 releases

Table 1.2 Cost of Operation for School X ETP

subs=supply teacher for 1/2 day assignment.
release time=minimum 30 minute block for teachers to receive a conference.

Therefore, on a two week cycle for 13-15 cycles, a school would budget for substitutes accordingly:

year one: 1 sub x 15 cycles = 15 half day subs.

year two: 3 subs x 15 cycles= 45 half day subs.

year three: 6 subs x 15 cycles= 90 half day subs.

It becomes evident that the program in a school that is committed to sending staff can have a very expensive professional development program that is involving only part of the staff.

1.15. Summary

This chapter introduced the problem, purpose and study questions. It has discussed the significance, delimitations, limitations and assumptions associated with the study as well as given a statement about the review of the literature and methodology. This chapter also included a description of the Effective Teaching Program, both from a historical perspective and details as to how the program operates currently.

Chapter 2

REVIEW OF THE LITERATURE

2.1. Effective Teaching

Over the past twenty years, researchers have turned more and more to the study of teaching. During this same time period teacher educators have sought ways to improve teaching, evaluate teaching, and train teachers. Studies have been designed to examine the act of teaching across subject areas, grade levels, and contexts. The study of teaching has looked at the behaviors of teachers, the personalities of teachers, the relationship between teachers and students, and student outcomes. The studies have ranged from large nationally funded projects to smaller, internal examinations of what is happening in the classroom. As a result, researchers have also produced a proliferation of "synthesis of results and the meta-analysis of collections of studies on teaching." (Powell, 1984)

The study of teaching has resulted in countless articles dealing with teacher effectiveness or effective teaching, the definition of which is still unsettled. Medley (1977) describes effective teaching as ". . . what a teacher must

know, and be, and do, in order to provide the greatest possible assistance to pupils in their efforts to achieve the goals of education. Such understanding depends on the establishment of cause-and-effect relationships between teacher behavior and pupil learning."

Brophy and Good (1986) differentiate between teacher effectiveness and teacher effects. They define teacher effectiveness as success in socializing students and promoting affective and personal development in addition to success in fostering mastery of formal curricula. Teacher effects are the teacher's effect on students in producing achievement gain.

The Beginning Teacher Evaluation Study (BTES) (Romberg, 1980) commissioned by the National Institute for Education concluded that ". . . effective teachers appeared to have an in-depth knowledge of the subject area and the ability to recognize differences between students in terms of study preferences, cognitive ability, and levels of previous learning. This combination of knowledge and ability allowed teachers to diagnose where students were in relation to learning objectives and thus provide a solid basis for instructional planning." (Pellicer, 1984)

Madeline Hunter defines an effective teacher by saying ". . . A good teacher is one who knows the principles of learning and teaches to objectives at the correct level of difficulty while constantly monitoring and adjusting the lesson based on feedback from the students. " (Pellicer, 1984).

Whether one is speaking of teacher effectiveness or teacher effects, it becomes clear that researchers agree that teachers can successfully implement certain behaviors to have a direct and positive bearing on the students and their learning. A review of the literature on teaching shows the struggle of educational researchers to identify those behaviors, traits, characteristics or actions that do affect students and their learning. As Dunkin and Biddle (1974) conjecture, "Do we know if things that we say teachers should do really work. . . the question is the effectiveness of one behavior over another?" Medley (1977) sums it up when he concludes that research on teacher effectiveness is looking at the "relationship between how a teacher behaves and how much pupils learn from him or her."

2.2. History of research on teaching

Fairly conclusive findings from the research on teaching are relatively recent, and yet the study of teaching has been around for nearly a hundred years. The Committee on Criteria of Teacher Effectiveness of the American Educational Research Association reported in 1953 (American Educational Research Association, 1953).

> ". . . after 40 years of research on teacher effectiveness during which a vast number of studies have been carried out, one can point to a few outcomes that a superintendent of schools can safely employ in hiring a teacher or granting him tenure, that an agency can employ in certifying teachers or that a teacher education faculty can employ in planning or improving

teacher education programs." (Dunkin and Biddle, 1974).

Despite technical difficulties, inconsistent and inaccurate findings and as yet, an incomplete understanding of the dynamics of effective teaching (Medley, 1977), researchers are making significant contributions to the knowledge of the science of teaching. Aided by increased funding, teacher accountability and evaluation, and results governed goals, the possibility of identifying behaviors of effective teachers has grown. To the large number of individual studies on teaching has been added numerous syntheses of research studies to give educators a broad picture of what makes an effective teacher. Early reports by researchers such as Gage (1963), Dunkin and Biddle (1974), Medley,(1977) and others (Cruichshank, 1976; Ward, 1976; Rosenshine, 1976; Stallings, 1976) have formed the basis in this area and, most recently it has been extended by the summary and integration of research findings by Brophy and Good (1986).

An integration and a brief summary of the major highlights of the research on teaching since 1960 follows.

One of the major recent contributors in the field of effective teaching research is Jane Stallings (1978). Her work included the following studies: an evaluation of the Follow Through Project (1979); California Early Childhood Education Study (ECE), 1977; Teaching Basic Skills in the Secondary Schools, (1978); and Training Experiment (Secondary Reading Teachers, 1980). The major findings of these studies support each other and they include the follow-

ing:

1. Students who spend more time with teachers or under teacher supervision make greater gains than students who spend a lot of time in "nonacademics" (music, dance, drama) or who are expected to learn largely on their own.
2. Frequency of academic praise correlates positively with academic gain.
3. More academic feedback shows weaker relation to student achievement than does time spent on academic activities.
4. Frequency of questioning has more correlation than level of question to academic gain.

A second set of major studies was conducted by Brophy and Evertson in the 1970's. These studies were based on stability studies (Brophy and Evertson, 1973) that found teachers who were consistently (over a period of three years) able to achieve higher levels of achievement with their students across both sexes and subjects. These findings suggest that teacher effects are generic. The major study conducted was the Texas Teacher Effectiveness Study (1974) with follow up studies done at the Junior High level as well as with First Grade Reading Groups (1978). The list of generalized and replicated findings is rather extensive but a brief summary follows.

Perhaps the most significant finding was that the greatest results in achievement were obtained by students who had the maximum opportunity to learn. By spending minimal time in transitions or on procedural activities the

students spent more time focussed on learning which has also been labeled maximum student engaged time Optimum learning happened when the pace of the lesson was brisk, steps in learning were small and incremental, and activities were structured for a high degree of success (75-100%) for the student.

Brophy and Evertson obtained some general findings about the kinds of teacher behavior that produced achievement gain in high SES (high achieving) students and low SES (low achieving) students. High SES students did better when more attention was paid to cognitive activities while low SES students profited from positive and gentle encouragement. These findings were replicated in the Junior High Study. The First Grade Reading Group Study reinforced the finding that students make greater achievement gains when there is more time spent in active instruction and less time on classroom management. The study also found positive effects when the teacher monitored the whole class as opposed to small group instruction, as well as when lessons were introduced with overviews and teachers engaged in active teaching.

A third major set of studies was carried out by Good and Grouws (1984) in a series which included the Fourth Grade Naturalistic Study, Fourth Grade Experimental Study (1979), High SES vs. Low SES Comparison (1977), Beginning Teacher Evaluation Study (BTES), BTES - Phase II, First Field Study, and BTES Phase IIIB-Second Field Study (1973-79). The major findings of these studies showed academic achievement was associated with academic learning time (ALT). ALT was defined as student engaged time on academic tasks that the students could perform with success. Success rates were high when teachers

gave structured directions for the tasks and stressed academics rather than affective objectives. It is interesting to note that academic focus with affective objectives was associated with positive results but affective objectives without academic objectives associated with poor results.

The Stanford studies refer to a series of studies carried out in the late sixties by Gage and his students at Stanford University. These experimental studies were designed to study the clarity and effectiveness of teachers' presentations. Additional studies conducted by Rosenshine (1968) supported Gage's findings and report that higher achieving teachers use a) more gestures and movement, b) more rule-example-rule patterns and c) more explaining links.

In addition, the Stanford studies include a "Program on Teaching Effectiveness" which used findings from other researchers as well as experiments to show process-product correlations in the third and sixth grades.

2.3. Models for Effective Teaching

As a result of the push for teacher effectiveness and the necessity to identify variables that make an effective teacher, a number of educators have presented models of effective teaching. Brophy and Good (1986) have integrated and summarized the teacher behaviors that most affect student achievement. They fall into the following framework.

Quantity and Pacing of Instruction

The maximum opportunity to learn and cover the most content is determined by the following variables:

1. Role Definitions/ Expectations/Time allocation: Teachers emphasize academic instruction as their role and have high expectations for themselves and the students. Teachers have fewer "free times" .
2. Classroom Management/Student Engaged Time (Brophy, 1983): Teachers spend little time on getting organized or dealing with disruptions. Management skills are listed as
   a) good preparation : teacher plans and student materials are prepared before the lesson
   b) rules and procedures: expectations are in place for students to follow established routines
   c) withitness and overlapping: the teacher anticipates difficulties and acts in a preventative manner, in addition the teacher has the ability to deal with more than one aspect of the classroom operation at a time
   d) smoothness and momentum: transitions from one activity to another happen without disruptions and the pace of the lesson is appropriate to the material and the learners
   e) variety and appropriate level of challenge: learning activities are of interest to the students and allow for both challenges and successes
   f) accountability: students are expected to reach standards and they are

aware of these standards

g) clarity for options for help: students know what to do when they don't know what to do

3. Consistent Success/Academic Learning Time: The distinction is made between the amount of engaged time and the quality of engaged time. The activities must be appropriate to the level of the students and yield success. Questioning by the teacher should also yield a success rate of 75% while seat work should be successful 90-100% of the time.

4. Active Teaching: Teachers spend most of their time teaching or supervising and the students do not work on their own all the time. There is a great deal of teacher talk but it is academically oriented and not procedural or managerial. The teacher asks lots of questions.

Not much formalized research has been done on the desirability of whole class vs. small group vs. individualized instruction. Data reveal two situations when small group instruction may be necessary; beginning reading and highly heterogeneous classes. However, there are obvious advantages to whole class instruction. The data also show positive results for teacher led instruction vs. individual study.

Form and Quality of the Teacher's Organized Lessons

The variables of lesson form and quality are determined by the following:

1. GIVING INFORMATION

   A. Structuring

      a. Begin with overviews, advance organizers, and review objectives; outline content and signal transitions

      b. Call attention to main ideas

      c. Summarize subparts

      d. Review main parts at the end

      e. Link concepts of new material to familiar

      f. Use rule-example-rule patterns.

   B. Redundancy /Sequencing: repeat and review general rules and key concepts.

   C. Clarity: there is an absence of vagueness, mazes and detractors.

   D. Enthusiasm: results in this area relate more to gains in the affective area than the cognitive areas.

   E. Pacing /Wait Time: in the lower grades achievement was associated with faster pace interspersed with recitation or practice. In the higher grades slowness of delivery was found to be a positive factor.

2. QUESTIONING and the Management of Public Response Opportunities

   A. Difficulty Level: this is distinguished as the complexity of the ques-

tion. Questions should elicit correct results 75% of the time and the rest should elicit a response of some sort (incorrect or partial).

B. Cognitive Level: findings refute that higher level questions are better than lower level.

C. Clarity of Questions: avoid vague, ambiguous or convoluted questions.

D. Post question wait time: three seconds is desirable but it is affected by the level of difficulty, cognitive level and pace of the lesson.

E. Selecting the respondent: in lower grades all should participate.

Data indicates patterned turns and no call outs are positive. Call outs are positive in low SES learners but negative in high SES learners. Overt verbal participation is more important in lower than higher grades. It is important for a teacher to wait for an overt response even if it means eliciting one by asking "Do you know the answer?"

3. REACTING TO STUDENT RESPONSES

A. Verbal Responses

a. correct responses: acknowledge the correctness but praise of the student is only necessary in low SES or dependent, anxious students.

b. Partially correct: affirm the correct part and prompt with clues for the incorrect portion.

c. Incorrect response: indicate incorrectness and then try to elicit a correct response. When a correct answer is given, extend the

explanation.

d. No response: Get a response

e. Students' questions and comments: incorporate them into the discussion. The use of student ideas is more important in older grades as students become more sensitive as to whether their ideas are valued.

B. Seatwork and Homework

a. Often overused, it provides important practice but it must be motivating, challenging, meaningful and yet allow success with reasonable effort (100% success).

b. Circulate and monitor student work. Give timely and specific feedback. In poor performance the teacher should reteach and do followup activities.

c. Followups and feedback should be more closely related to achievement than to reward or praise.

2.4. Madeline Hunter's Model of Effective Teaching

Madeline Hunter says an effective teacher is one who teaches to an objective at the correct level of difficulty (Gudridge, 1980). The teacher monitors and adjusts the lesson according to the principles of learning. These principles of learning are factors that influence the rate and degree of learning, the level of motivation, the retention of learning and the transfer of learning. (see Appendix A2) Hunter's principles of learning framework has become a common

model used by districts for professional development. The model does not make overt attempts to link the teaching principles to research and the concepts research has identified as contributing to good teaching. However, a closer look at the items suggests that although the terminology and organization may differ, the variables are comparable to other models such as the one suggested by Brophy and Good.

2.5. Criticism of Studies of Teacher Effectiveness

There are two major sources of criticism on the research on teaching and teaching behaviors as they effect student learning. One source is from the researchers who question the whole scientific basis on which the research on the science of teaching is conducted. The second group of critics are educators who argue that teaching is not just a science, but an art and, given the complexity of teaching, it isn't possible to determine what makes an effective teacher. (Pellicer, 1984)

2.6. Research Impediments

Just as the number of studies on teaching and teacher effectiveness has grown, so have the studies on these findings. Researchers (Brophy, 1973; Rosenshine, 1970; Heath and Nielson, 1974; Dunkin and Biddle, 1974; Berliner, 1976) have argued that despite the number of studies being done, there is little empirical evidence to support the relationship between teacher behaviors and student outcomes. Through examination of existing research (Heath and Niel-

son, 1974; Rosenshine, 1970; Dunkin and Biddle, 1974) specifically designed research (Brophy, 1973) and discussion with those who actually conduct research (Berliner, 1976) many problems that exist in the area of teacher effectiveness research have been identified. These problems can be categorized into the areas of operational problems, instructional problems, methodological problems, and statistical problems.

2.6.1. Operational Problems:

1. The concepts, variables, or skills that are to be measured are difficult to define and confusion may exist as to what one is actually looking for in the classroom, eg. what is the operational definition of teacher talk or clarity?

2. The operational definition of student achievement is often limited, being measured over a short periods of time with inappropriate instruments (see instrument problems). For example, Heath and Nielson (1974) cite a study where "student achievement was measured by a ten-question multiple-choice test of information based on Atlantic magazine articles on economic, political, and social conditions in Yugoslavia published between November 1964 and August 1965."

2.6.2. Insturmentation Problems

1. Standardized tests commonly used as student achievement measures may not reflect what was taught in the classroom. There is also evidence that standardized achievement tests highly correlate with standardized intelligence tests and therefore the test may not be reactive to the teaching, but the student's intelligence.

2. Specifically created unit tests are often used to study teaching (Joyce, 1975) because they are more reactive to the teaching. However, there is no evidence that these tests measure learning over a long period of time .

3. Instruments are typically limited to the achievement of the cognitive level of learning and do not simultaneously measure the impact of the teaching on the affective level of learning. Outcomes for teaching are usually described by teachers as multivariate, and yet the instruments to measure the outcome usually measure only one variable.

4. In order to address the complex and dynamic nature of teaching the study of teaching needs multiple methods of measurement. For each transaction one would need an observation of the behavior, a self-report on the behavior, and a recording of the student's perception of the behavior.

5. The most common method of collecting data for teacher effectiveness research is through live observation. The observation in classrooms has resulted in hundreds of systems for classroom observation. This is typified

by Mirrors for Behavior (Simon and Boyer, 1970) which annotates seventy-nine systems of collecting data in classrooms. Such proliferation indicates there is no one best way to gather the data. The systems are usually limited in what can be observed, they are often only one dimensional, and seldom can they capture the fast, dynamic and complex action of the classroom.

6. Measures of teachers' behaviors are often done through the observation of a specific behavior and recorded in terms of frequency counts. The measures do not necessarily indicate the appropriateness of the behavior for the situation or for the student involved. This problem is widely voiced, for critics of the system claim that the decision making is the most essential part of the teacher's behavior and not the number of times the behavior is used.

7. Measurement instruments raise the problem of the length of the behavioral transaction. For example, is the unit of measure the question; the question and the answer; or the question, answer and follow-up. Is the length of the unit of transaction also dependent upon where it fits in with other units, even to the extent of its importance as to the time of day?

8. The instrument should be sensitive to the teacher's usual and customary way of behaving. Rosenshine (1970) raises the question of whether a teacher who is effective or ineffective once is equally effective or ineffective

a second time. He concludes that at present, there appears to be a significant lack of knowledge in this area.

2.6.3. Methodological Problems:

1. Student background, the learning situation and student's ability level can and may influence the impact the teacher's behaviors have on student achievement. Many research studies are designed specifically for students of a certain background, socioeconomic group, or intelligence. The effective teaching behaviors these studies identify may not have the same impact on different groups of students.

2. Most research studies are limited to the examination of teacher effects within a certain subject area and within a certain age level. Typically, the research takes place in subject areas where students are open to the influence of outside factors such as the home rather than just the influence of the teaching. There is little evidence that effective teaching behaviors in one subject with one age group is equally effective to all subjects and all age groups.

3. The research design is fundamentally weak (Heath and Nielson, 1974). Often the study implies randomized samples for students and teachers, but a closer examination reveals problems with the samples. Much of the

research on teaching is done with samples of volunteer teachers, most of whom are self-confident and willing to take risks. This group of teachers may be significantly different in performance from groups of non-volunteer teachers and therefore findings on what is an effective teacher may only be fairly attributed to certain types of teachers.

4. The study of the effects of teachers seldom looks at the relationship between what the teacher does and the individual student. Student outcomes are almost always measured as groups of students and do not take into account the difference of individual students. It may be that the "averaging of outcomes" does not produce desirable outcomes for any individual.

5. There is seldom a direct link between the teacher behavior and the student achievement. In most cases the teacher behavior directs or focusses the learner to the task, but the student's attending and processing skills then play an important role in the outcome. It may be that many of the things that educators believe are important teaching behaviors may not be perceived as such by the learner. Teacher effects and process-product research studies will not be complete without a middle ground study of process-student-product.

6. In order for studies on teacher effectiveness to be valid there must be measures of whether the teachers remain effective for long periods of time, over

many subject areas and across the ages of students. Brophy's (1973) research on stability of teacher effectiveness concludes that teacher effectiveness shows great individual differences and only moderate stability from year to year.

2.6.4. Statistical Problems:

1. Critical assumptions of statistical analyses are almost universally unreported and one cannot dismiss such assumptions and interpret the results at will. (Heath and Nielson, 1974)

2. On the whole the range of statistical procedures available on which to analyze relationships between teacher effects and student achievement are limited. Or, researchers have not yet fully explored or implemented all the techniques and procedures available to them.

Berliner (1976) sums up the question of impediments to the study of teacher effectiveness with his statement :

". . . until more is known about which teacher behaviors fluctuate, and how and why they fluctuate over time, settings, curricula, and populations, studies relating teacher behavior to student outcomes must remain primitive."

The discussion on the problems that exist in the area of teaching research are varied, but researchers a not daunted. Although the systems are not per-

fect, educators are identifying measurable effects that teachers have on students and their learning. Jackson (1976) writes that even if "the studies are inadequate, they do not have an empirical basis for rejecting the possible important variations in teachers' behaviors." The multitude of arguments clarify one thing; there is not yet one method for stating, measuring, or identifying the results of teacher behaviors on student attitudes or achievement. The work continues, and just as medicine and science went through years of uncertainty as theoretical and practical implications were coordinated, so does the field of educational research. Walberg (1986) summarizes the state of affairs by concluding, "Although research improvements are required, education is making quiet accomplishments in increasing teacher effectiveness."

2.7. Teaching as an Art

One of the most prolific advocates of teaching as an art and craft as well as a science is Elliot Eisner (1983). Eisner states that historically social scientists have had a strong influence on the building of a science of educational practice. In arguing why science isn't enough, he states that:

1) Education must be seen as a unique entity rather than as a combination of other sciences.

2) Analysis in science breaks the teaching act into small, brief parts rather than viewing it holistically.

3) The science of teaching must be in measurable terms and not all that is measurable is significant.

4) Educational science is predictable and controlled and consequently, uneventful.

Eisner continues that "simply possessing a set of discrete skills ensures nothing." They only prove a framework, but the art of teaching comes with the decisions and actions within that framework.

However, Eisner, as an advocate of teaching as an art does not negate the value of the scientific perceptions of teaching. These perceptions provide a framework, a rule of thumb, and often enlarge a teacher's view of their teaching actions. One the other hand, a concentration of teaching as a science limits an educator's view of teaching and reduces it to be less than the dynamic, growing phenomena that it is.

Together the artists and the scientists have built arguments for all to question the research results and empirical evidence on what is known about teaching. What they have done is raise the questions which allow teachers to know there is still plenty of room for their personal contributions to the process of teaching. Nonetheless, the field of education is proving that certain teacher behaviors have direct bearing on the happenings in the classroom. The key is to harness that information and use it to the best advantage for students.

2.8. INSERVICE PROGRAMS

If one of the major areas of research for the sixties and seventies was on the discovery of what teacher behaviors lead to effective teaching, then one of the foci of the eighties is on teacher inservice programs to pass that knowledge to the classroom teacher. The move of the past decade has been the development of professional development programs to translate the process-product, cause-effect educational theory into classroom changes for teachers. The two main questions have been "What do teachers need to do to be more effective?" and "How do we teach them what they need to know?"

In 1974 Gordon Lawrence (1974) set about preparing a state of the art summary of research on materials and procedures for changing teacher behaviors in inservice education. It was the first synthesis of research of its kind. This concept is referred to as staff development, professional development, inservice programs or staff improvement programs and since Lawrence's first survey of this literature there has been more research done in this area. Nonetheless, the amount of empirical evidence is scanty. Research (Lawrence, 1974; Mohlman, 1982; Wade, 1984; Joyce and Showers, 1980; Joyce and McKibbons, 1983; Orlich, 1983; Sparks, 1983) has; however, offered a fairly consistent set of suggestions of criteria that can lead to successful staff development programs.

Bruce Joyce and Beverly Showers (1980) summarize the research by saying

it has three very positive messages for staff development

1. Teachers can learn and/or fine tune their teaching skills.
2. This learning must happen under certain conditions.
3. Research tells us what these conditions need to be.

And so, the researchers have presented a set of conditions under which practicing teachers can learn new skills or at least fine tune existing skills. Joyce and Showers (1983) refer to the learning of new skills not as one single action, but rather as a typology of levels of learning. These four levels are

a. awareness - the realization of the importance of an area and focusing on this area

b. concepts and organized knowledge - intellectual control over relevant content

c. principles and skills - the tools for action

d. application and problem solving - the transfer of the concepts, principles and skills into the classroom.

Joyce and Showers maintain that transfer of skills is the ultimate aim of teacher training programs. When it comes to the fine tuning or mastery of new skills, they differentiate between the type of transfer that is necessary. Lateral transfer is the fine tuning of latent or already existing skills. The learner is able to generalize the use of that skill to a situation of the same complexity and to demonstrate the use of the skill in an applied setting. For example, lateral

transfer occurs when a teacher who used the teaching strategy of advanced organizer in chemistry is able to transfer that same strategy into use in mathematics. The second type of transfer is vertical transfer. Vertical or cumulative transfer occurs when knowledge or abilities that are learned on one level are adapted for use in a higher order situation. Following through on the example for lateral transfer, a teacher who has been taught a course through the inductive method of thinking and then teaches a course in a new subject area using inductive thinking is practicing vertical transfer. The key factor in vertical transfer includes not only the learning of the skill but the more complex skills involved in selecting and using the skill appropriately in a new situation. Teachers who learn a skill in the protected environment of a university classroom and then must adapt the use of that skill to students and curriculum in a real classroom setting are practicing vertical transfer.

The work of Joyce and his colleagues Showers,(1980) McKibbons,(1983) and Weil,(1980) have provided information on the conditions necessary to achieve the state of transfer. Joyce says there are four steps in the training process to achieve vertical transfer.

1. Theoretical study of the material. Competence in this area may be demonstrated by a paper and pencil test.
2. Demonstration or modeling of the new skill.
3. Practice and feedback in protected conditions. Feedback can be structured or open-ended. Structured feedback is specific and directly related to the

execution of the teaching skill being observed. Open-ended feedback is described as an informal discussion of the teaching behavior.

4. Coaching takes the learning of the new skill one step further and trains in the decision-making of the use of the skill in curriculum and with the students.

Coaching, as defined by Joyce and McKibbons (1983) is the provision of companionship, the giving of technical feedback, and an analysis of application. The companionship is important to provide support and encouragement to new learners during a difficult process. This reassurance can be done by those who have achieved vertical transfer of the skill or by those who are in the process of achieving it. The feedback provided to the teacher is not a judgement or an evaluation of the overall quality of the lesson or teaching process because it is specifically focussed on the skill. However, the coach further aids the teacher by reflecting back with an analysis of the application of the skill and guidance as to the appropriate use of the skill in terms of decision making and selection of curriculum and its adaptation to the students.

A critical effect of coaching is the near guarantee of a successful teaching experience using new skills if coaching is provided. The use of a coach helps the teacher clarify the potential of the new skill and to decrease anxiety in its implementation.

In summary, Joyce's model of training can be restated as four steps.

1. Presentation of theory

2. Modeling or demonstration
3. Practice under simulated conditions with
   a. structured feedback
   b. unstructured feedback
4. Coaching for application

Ruth Wade (1984) in her meta-analysis of teacher inservice research describes the typology of learning or steps of transfer in different terms.

1. reaction level - this describes the feeling the participants have towards the content of the inservice.
2. learning - this measures in pencil and paper tests the amount of learning achieved.
3. behavior measures - this measures whether the teacher has changed their behavior
4. results - these are determined by whether or not the training has an impact in the classroom.

There is clearly a correlation between Joyce's levels of awareness, understanding, skills, and transfer to Wade's four levels. After the presentation of theory, a participant will have a reaction or an opinion to the material, and know enough to make a decision on whether or not to follow through and integrate the skill into their teaching repertoires. Once a teacher has seen the skill in action and received a demonstration they would have learned enough

about the skill to have a pencil and paper test on the skill. If the teacher had a chance to practice the skill in simulated conditions, there would be an opportunity to measure the behavior of that skill. It is not until the skill has been transferred to the teacher's repertoire that one might look to see results in the classroom.

2.8.1. Inservice Education Research Questions

Just as the research studies for effective teaching are open to criticism, so are the studies that address teacher inservice education. In her review on the literature in this area, Pansegrau (1983) reveals a number of areas of concern:

1. Much of the information available on adult learners has been based on studies done with adults who are retraining or in vocational fields. Studies do not investigate whether vocational learners transfer skills in the same manner or with the same training as adult professionals.
2. Research reports inservice programs that produce positive change in the classroom from the point of view of the researcher and not the classroom teacher.
3. The motives of the professional adult for participating in inservice programs may have an effect on the outcomes. Joyce also investigated the teachers' personality types and its effect on the transfer of new skills.
4. Studies on teacher inservice education do not generally reflect the teachers' personal stage of development, attitudes, or their philosophy of teaching.

5 Often inservice programs that claim to be based on a needs assessment and are therefore relevant to the teacher are, in fact, based on a researcher's list of needs.

These concerns about the research of teacher inservice education substantiates the fact that research findings cannot be considered definite. However, the correlation of results among researchers indicates that there are some factors that will lead to successful teacher inservice programs.

2.8.2. Model Inservice Program

Most researchers will agree that the ultimate measure of success for an inservice program comes from looking to levels three and four of the typologies. One hopes an inservice program can cause changes in teacher behaviors and that those changes can be transferred to regular classroom skills and therefore have an impact in the classroom. A look at the work of Lawrence,(1974) Sparks,(1983) and Orlich, (1983) who did syntheses of existing research on teacher inservice programs, shows a consistency of criteria. They say a successful inservice program will be:

1. A training process. This refers to a long term, ongoing program rather than a short 'one-shot' lecture. Sparks suggests that a series of four to six workshops separated in time (eg. every two weeks) is more effective than one long workshop. Orlich adds to the concept of the training process by urging the workshop to be within an adequate time frame for a teacher and not be tacked onto the end of a teaching day.

2. Based on the concepts of theory, demonstration, practice and feedback. Orlich is even more specific in stating that the teacher will be actively involved and not just a passive recipient of information during the inservice.

3. Based on relevant objectives. These objectives will be congruent with needs than may be identified by teachers through a diagnostic process. The objectives will be school oriented and if possible, there should be a procedure for familiarizing the participants with the material before the inservice. This may help in providing for an open and receptive frame of mind for the teacher. The content material should be verified by research.

4. Stated as specific objectives. These objectives will be clearly stated in teacher language and meet teacher's personal goals as well as school and district goals.

5. Arrange to provide opportunity for teacher interaction. This may be through informal sharing and discussion where teachers help teachers with problem solving or it may be through the structure of support groups or individualized small groups.

6. Based on coaching as an essential element. This may be through the use of an 'expert coach' such as outside personnel (a supervisor or consultant) or through peer observation. Sparks and Joyce recommend peer observation not only for the benefit to the teacher being observed, but also for the

teacher who is observing. Sparks recommends the focus on student behaviors for the observer rather than the teacher behaviors to reduce the level of concern for the teachers involved.

7. Teacher directed.

A teacher initiated and directed program will put it in the context of acceptance if decisions for implementation are made by teachers or at least in cooperation with teachers and program designers.

2.9. Chapter Summary

Chapter two is a review of the literature on effective teaching research and teacher inservicing programs. It provides a definition of effective teaching and the history of research on teaching. Following a summary of teaching behaviors that affect student achievement is a discussion on criticisms of effective teaching studies. This includes a list of research impediments and comments on teaching as an art and not just a science. It concludes with a syntheses of research findings that outline features necessary for a successful teacher inservicing program.

Chapter 3

METHODOLOGY

The purpose of this chapter is to present the methodology of the research by describing the nature of the study, the instrument, and the sample. The chapter will also include details of the procedures for data collection and an explanation of the analysis of the data.

3.1. Nature of the Study

This study surveyed a sample selected from the population of staff from Edmonton Public Schools who have participated in the Effective Teaching Program. The questionnaire was self-administered and the anonymity of the respondents was guaranteed.

3.2. Selection of the Sample and Data Collection

As described in Chapter One, participation in the Effective Teaching Program can be in one of two ways; a pull-out program or an inschool program. This study was designed to evaluate only the pull-out program and therefore the intention was to distribute the questionnaire only to those participants who

were involved in that portion of the program. However, all consultants work in both pull-out and inschool programs and at times they included comments on the inschool program in their responses. In addition, some schools who have previously been involved by sending teachers to the pull-out sessions were involved in an inschool program at the time of the study. Consequently, these respondents also made reference to their participation in the inschool program. Nonetheless, the majority of respondents only participated in the pull out program.

The study targeted four separate groups of participants. These were labeled new participants, previous participants, administrators, and consultants. Each of these groups were identified in the following manner:

A) New Participants These are teachers who had been introduced to the program for the first time during the school year that the study was conducted (1985-86). They attended pull out inservices and were conferenced at their school by either a consultant/previous teacher team, an administrator/previous teacher team, or a consultant/administrator team.

To identify the new participant sample the researcher obtained an up-to-date list of schools participating in the program for that year (total 134). A random numbers table was used to select the names of thirty (30) schools and to identify the name of a teacher who was involved as a new participant at that school. The participants' names were then organized into groups according to the consultant they had been working with during the year. Each list had

anywhere from one to four names on it and there was also at least one alternate name attached in the event that the listed participant was unable to complete the questionnaire. The researcher was invited to attend a consultant staff meeting where each consultant was given a packet that contained the following:

a) a list of participants to whom the questionnaire was to be distributed,

b) instructions for completion of the questionnaire,

c) the appropriate number of questionnaires. The consultants were instructed to have the participants complete the questionnaire independently and return them in an unmarked envelope to the Instructional Processes secretary. The questionnaires were completed over a two week period in the month of May, 1986.

B. Administrators and previous participants

Previous participants in the program are defined as teachers who attended pull-out inservice sessions in previous years. Although they no longer attend inservice sessions they are encouraged to work as part of a team in conferencing new participants. The level of their participation is determined at their school and may differ for each individual; however, it is expected that previous participants will be trained as conferencers at the school. The administrators are generally principals, the majority of whom have participated in the program previously. However, the sample does contain some administrators (3) who identify themselves as being enrolled in the program as new participants. One previously involved teacher identified himself as an administrator now, and one con-

sultant identified himself as an administrator.

The selection of these two groups of participants was done in a slightly different manner than for the new participants. Since the available information on participants in the program is organized according to school names rather than participant names, it was decided to identify administrators and previously involved teachers as a team rather than as individuals. A list of all the schools that had ever been involved in the program did not exist so this researcher compiled one by combining a list of schools participating at the time of the study with a list of those who participated in the last year. In addition, the researcher interviewed consultants who had been involved in the program for more than one year to ascertain the names of any schools who had been involved previously and since dropped out. Since most schools tend to stay involved with the program either in the pull-out or the inschool program, it is believed that the resulting list was relatively accurate. Using a random numbers table a list of thirty schools that had been involved previously were identified. The name of the principal of that school was identified and that principal was asked to randomly pick one teacher who had been involved in the program previously. The researcher offered no criteria for the selection of this teacher so it is possible that it may have been a biased selection because the principal may have been tempted to "randomly" select a teacher who shares his/her viewpoint. A covering letter (see Appendix A3) and two questionnaires (see Appendix A4) were mailed to each principal and they were requested to complete them and return the questionnaires within one week.

Consultants

The consultant group included all the consultants who were working in the program the year the study was conducted as well as the director of the program and one consultant who worked in the program previously. This group constituted 15% of the sample and were administered the questionnaire during one of their staff meetings.

3.3. The Sample

	number	percent
new participants	30	28%
previous participants	30	28%
administrators	30	28%
consultants	15	14%

Table 3.1 Distribution of Questionnaires

Of the one hundred and five (105) questionnaires that were distributed, ninety-five (90%) of them were returned. Of these, two were not usable so it resulted in 93 (89%) valid returns. As mentioned earlier, some of the participants who had originally been involved in the program indicated that their status had changed (eg. a previous teacher was now an administrator) since that involvement. As well, some new participants identified themselves as administrators. Consequently, the returns were as follows:

	number	percent
new participants	22	24%
previous participants	27	29%
administrators	30	32%
consultants	14	15%

Table 3.2 Questionnaire Returns

3.4. The Questionnaire

The questionnaire was designed to elicit the answers to the questions presented in the problem statement.

1. Do participants in the program view it as valuable and worthwhile and if so, what factors contribute to making the program good?
2. What are the views of the consultants, administrators, new teachers, and previously involved teachers as to the strengths and weaknesses of the program?
3. Do participants in the program hold the same views or are there significant differences between groups?
4. Does the impact of the program persist over time?
5. Do skills the participants gain in the program transfer to use in other teaching areas?

The questionnaire consisted of two parts: twenty-five (25) objective questions that gathered data on the teachers and rated their perceptions of the program and five (5) open-ended questions that extended and elaborated on the perceptions that are identified in the first section of the questionnaire.

The questionnaire for all four groups that were sampled was the same. However, there were three questions that only teachers and administrators who had previously been involved in the program were expected to answer. The questionnaires were color coded for each group for easy identification.

The first seven questions were of a general nature to gather descriptive information on the sample. The next two questions were designed to ascertain whether the teacher was participating in the program voluntarily or had been requested to participate. It also was to gather their feelings on whether participation in the program should be voluntary or mandatory.

The next eleven questions used a Likert scale to measure the respondents' level of agreement or disagreement with statements about the program. All of the items were positive statements and were to be rated on a five point scale ranging from strongly agree (5 points) to strongly disagree (1 point). The questions were designed to obtain the rating of the participants' views as to the worth or value of the program and the extent to which they used the skills covered in the content of the program in their everyday teaching.

Two questions asked the participants to identify from a list the two most important factors that contributed to the success of the program as they saw it.

They were also to identify from the same list the factor least important to the program.

The three questions that were to be answered only by previous teachers and administrators were designed to assess the participants' use of the skills they gained or learned in the program now that they no longer attended inservices. This would reflect the impact of the program over time.

3.5. Open-ended Questions

These questions were designed to elaborate on the perceptions of the program. The respondents were asked to identify in order of importance three strengths and three weaknesses. They were asked to suggest three changes (in order of importance) that they would like to see made to the program and three side effects that they have noticed for themselves as a result of their participation in the program. The final question asked the respondents to describe the program in one sentence in an attempt to get participants to crystallize and articulate the essence of the program as they saw it.

An original form of the questionnaire was piloted with a group of four consultants who had worked in the program previously. They offered suggestions on the format of the questionnaire and suggestions on the content validity of the questions. After each person answered the questionnaire they were interviewed about their interpretation of the meaning of the question. This interpretation was compared to the intent of the question and any questions that

showed a discrepancy in the meaning were reworded for clarity. A revised form of the questionnaire was then piloted with a group of four graduate students in Educational Administration who offered "fine tuning" suggestions on format and clarity.

3.6. Description of the Sample

The total sample consisted of 93 teachers who had been teaching for an average of 16.2 years. (See Table 3.3) Fifty-three members of the sample were female (57%) and 39 (42%) were male.(Table 3.4) The teachers who were in the sample teach at all three grade levels. As shown by Table 3.6, 68.1% teach at the elementary school level, 12.9% teach grades 7-9 or the junior high level, and 8.6% teach at the senior high school level. This compares favorably with the program information available that reports that 74% of all participants in the ETP teach at the elementary school level, 13% teach at the Junior high level and 3% teach at the senior high level.

Total number of years as an educator	frequency	percent
0-5 years	8	9%
6-10 years	19	20%
11-15 year	19	20%
16-20 years	23	25%
20-25 years	11	12%
26-30 years	10	11%
31-35 years	3	3%

Table 3.3 Description of the Sample

Sex	
Female	58%
Male	42%

Table 3.4 Description of the Sex Sample

	Sample	Actual Program
Elementary	68.1%	74%
Junior High	12.9%	13%
Senior High	8.6%	3%

Table 3.5 Program Distribution

Teaching Level		
	frequency	percent
Gr. K-6	54	68%
Gr. 7-9	12	13%
Gr. 10-13	8	9%
Other	19	20%

Table 3.6 Level of Teaching

3.7. Analysis of Data

The Likert scale data were computer analyzed to provide for the organization and analysis of the information. The frequency and percentage tabulations were used to report the findings. The one way analysis of variance test (ANOVA) was used to compare the views of each of the four groups and identify any significant difference in these views. The results of the Likert scale questions were summarized by finding the mean of each of the questions and reported as a single figure. In this scale a five (5) indicated "strongly agree" and one (1) indicated "strongly disagree". (See Appendix A5)

Answers to the open-ended questions were analyzed using a structured content analysis. Each of the five questions were analyzed separately for the ninety-three questionnaires. The respondents were asked to list their responses "in the order of importance" but in the tabulation of responses this was not considered because the findings were not reported in an ordered list. Each of the three responses on the questionnaire was read and analyzed for the main point or factor. Then these were each recorded as a phrase and similar phrases were grouped together. Phrases that were similar but had some differences were recorded as separate items at this point. For example, "opportunity to get out of the school and talk to other teachers" was coded with "interaction with other teachers". " (It) lets us know the skills we are using" and "positive feedback" were recorded as separate items. The frequency of each phrase was recorded and tabulated for each of the four sample groups.

The lists for each of the sample groups were then combined to form "the big picture" for each of the five open-ended questions. The top seven or eight items from the "big picture" were listed starting with the items or phrases most frequently mentioned. The remaining phrases (those mentioned less frequently) were reviewed for salient but less frequently mentioned items. In all but one case these were rejected as being unimportant. The exception to this was the one obviously negative description of the program in the question "Effective Teaching is. . . " which is reported in the findings.

From these tables a descriptive statement was written for each of the phrases by using identifying words that best described the factors. The descriptive statements do not appear in the order of frequency mentioned but were chosen to give the reader a feel for the types of responses. For example, a statement such as "The ETP promotes sharing and understanding of the teaching process. . . by giving our profession a common terminology with which to discuss and share ideas" gives the reader a richer view of the participants' responses than "uses common jargon".

The last question, "Effective Teaching is . . . " was reported in a slightly different fashion. As was done with the other questions, the content was analyzed to identify common phrases and tabulation of the frequencies for each of the four groups. Similar phrases were combined into a table to list the items that were most frequently mentioned. For example, a response such as "An excellent program for refining classroom management skills and improving your

instructional techniques" was broken down into phrases such as an excellent program, refines skills, improves skills, based on classroom management and instructional skills. The change in the procedure came in the reporting of the descriptions. Instead of describing each of the phrases and therefore dissecting the responses, representative statements were recorded exactly as they were written.

The detailed results of this analysis are found in Appendix A6 and a composite view of the results are found in Chapter Four.

3.8. Chapter Summary

This chapter identifies the methodology used to conduct the evaluation of the Effective Teaching Program. A description of the method used to select the sample and collect the data was outlined along with a more detailed discussion of each of the four groups included within the sample. The questionnaire was discussed along with a reference to the research problem. Following a description of the sample, the method of data analysis was explained.

Chapter 4

THE FINDINGS

The purpose of this study was to evaluate the Effective Teaching Program through examining the views of the participants. All informal information indicated it was a valuable program and this research study has supported this view. In fact, the respondents' reported strong support to the value and worth of the Effective Teaching Program. The rating of support or agreement was formulated by combining the scores of those who agreed with those who strongly agreed on the Likert Scale statements about the program. Over 95% of the respondents (see Table 4.1) felt the program was excellent, that it reinforced their classroom management skills and instructional skills and over 95% of the respondents indicated they planned on using or did use these skills in their teaching. Over 90% of the respondents indicated there had been an improvement in their classroom management skills and instructional skills as a result of having been in the program. Over 90% also stated that the ETP had confirmed their philosophy of teaching.

The only item that showed less than a 90% agreement rate was the question on the participant's initial attitude towards the program that stated "I was optimistic about the value of the ETP." On a scale of one to five with one being strong disagreement and five being in strong agreement, the responses showed an average of 4.2 in agreement with an optimistic attitude before beginning the program. Only 81% were in agreement with that statement.

	percent	Likert Score
ETP is excellent	96%	4.65
Optimistic about value of ETP	81%	4.20
improved my cl. man. skills	90%	4.37
reinforced my cl. man. skills	97%	4.57
plan to use Cl. Man Skills	96%	4.63
improved my instruc. skills	92%	4.45
reinforce my instruc. skills	99%	4.66
plan to use instruc. skills	98%	4.65
confirmed my phil. of teaching	93%	4.58

Table 4.1 Views of the Participants

4.1. Most Important Factors

When asked to rate the two factors that they considered to be the most important factors contributing to the success of the program, (see Table 4.2) the consultant was listed by 57% as the most important item. The second most important factor listed was conferencing (40%), followed by the commitment of the participants (23%). The content of the program, which refers to the classroom management skills and instructional skills, was rated to be as important

as the fact that the inservices are offered during school time (22% each). The fact that the program was a continuous, ongoing professional development program was listed as the most important factor 21% of the time and the opportunity for teachers to interact with each other was rated as important 16% of the time.

consultant	57%
conferencing	40%
participant's commitment	23%
content	22%
school time inservices	22%
continuous program	21%
teacher interaction	16%

Table 4.2 Most Important Factor In the Success of the Program

4.2. Least Important Factors

Using the same list of factors, respondents were asked to list the least important elements in the success of the program (see Table 4.3). The item that 28% of the respondents felt had little impact on the success of the program was the fact that the inservices were held during school time as opposed to after school. Twenty-three per cent (23%) stated interacting with the other teachers was least important in the success of the program. It is important to note that 14% of the respondents refused to identify least important factors by writing in comments such as "all these are important" or "none". The content of the program was listed as least important by 10% of the respondents and

participants' commitment was rated as least important by 9%. Continuous program was listed by 7% of the respondents, "other " was listed by 5%, conferencing was listed by 4% and 0% of the raters listed the consultant as least important in contributing to the success of the program.

school hour inservices	28%
teacher interaction	23%
none	14%
content	10%
participants' commitment	9%
continuous program	7%
conferencing	4%
consultants	0%

Table 4.3 Least Important Factor

An interesting observation is made when examining the answers to these same two questions made by the new participants, previous participants, administrators and consultants. The school based personnel view the most important factors and the least important factors differently that the consultants did. The new participants identify the two most important factors contributing to the success of the program as the consultant and the conferencing. The previous participants identify the consultant and the content as the most important factors. The administrators list the consultant and the participants' commitment as the most important factors, whereas the consultants identify the conferencing and the fact that inservices are held during school time as most important. Interestingly, two of the groups, the new participants and the

administrators, identify the fact that inservices are held during school time as the least important factor contributing to the success of the program. The previous participants identify the interaction with other teachers as least important, but also list inservices during school time as unimportant. The consultants however, list the content (classroom management and instructional skills) as the least important factor contributing to the success of the program. (See Table 4.4 and Table 4.5)

New Participants	Consultants Conferencing for feedback
Previous Participants	Consultants Content
Administrators	Consultants Participants' committment
Consultants	Conferencing During school inservices

Table 4.4 Two Most Importants Factors by Group

New Participants	During school inservices
Previous Participants	Interaction with others
Administrators	During school inservices
Consultants	Content

Table 4.5 Least Important Factors by Groups

The questionnaire asked two questions designed specifically to be answered by previous teachers and administrators to ascertain the use of the program information over time. Eighty-three percent (83%) responded that they used conferencing either frequently (6-10 times within a school year) or regularly (over ten times in a year). Seventeen percent (17%) indicated they used conferencing infrequently (less that five times a year). When asked if they used conferencing skills in areas other than the effective teaching content, 78% responded yes and 22% responded no (See Table 4.6).

conferenced regularly(10+times)	63%
frequently (6-10times)	20%
occasionally (3-6times)	9%
once or twice	6%
never	2%

Table 4.6 Use of the conferencing during the year

yes	78%
no	22%

Table 4.7 Use of conferencing in other areas

Respondents were also asked to indicate the amount of time they were consciously aware of using the content skills within their teaching.(See Table 4.8) Twenty-seven percent (27%) responded that they were aware of using the skills 100% of the time. Fifty-four percent (54%) said they were aware of using the skills 75% of the time, fourteen percent (14%) said they used them 50% of the time, while three (3%) said they used the skills 25% of the time. Only one (1%) said they were never aware of using the content skills when teaching.

100% of the time	27%
75% of the time	54%
50% of the time	14%
25% of the time	3%
0% of the time	1%

Table 4.8 Use of the skills

4.3. Strengths

The ninety questionnaires resulted in one hundred and eighty-three (183) comments on the strengths of the program. These were grouped so that statements expressing the same idea were clustered together, labeled and tabulated. Table 4.9 reflects only the eight most frequently mentioned strengths. Other strengths that were mentioned were statements such as "the program added to my philosophy of teaching and understanding of children" eight (8) times and "it is (a) motivating and stimulating" program was mentioned four (4) times. (See Appendix A6 for a detailed analysis.)

		Frequency				
		N	P	A	C	T
1.	Content	12	5	7	5	29
2.	Awareness and Reinforcement	7	10	10	2	29
3.	Collegial Interaction	11	8	8	8	26
4.	Process	5	5	4	8	22
5.	Improves teaching skills	3	11	7	0	21
6.	Consultant	7	6	2	2	17
7.	Psychic Benefits	7	6	0	1	14
8.	Common Vocabulary	1	3	4	3	11

Table 4.9 Strengths of the Effective Teaching Program

N= New participants
P= Previous participants
A= Administrators
C= Consultants
T= Total number of times mentioned

1. Content: The "classroom management and instructional skills that the program offered were meaningful and relevant. " It defines and labels "teaching skills that are positive and proactive." "It interwove teaching and management skills in a sensible approach" and provides "tips on how to . . . " The content is "very related to everyday needs" and provides a "repertoire of skills and techniques" to choose from. The content is "appropriate and grounded in research."

2. Awareness and Reinforcement of Skills: The program provides teachers with an "awareness of skills that are already being used" in the classroom and "makes you aware of your good skills." "Teachers are finally given an opportunity to be shown their positive strengths in their classroom teaching." "It reinforces skills you used for so long, you'd forgotten the reason for using them." The heightened awareness also "makes you identify your weaknesses." "It names what we already do and helps to incorporate it on a more regular basis."

3. Collegial Interaction: "It brings you together with other teachers so that common problems and solutions can be discussed." "It is enjoyable to work with a consultant and colleagues in a non-threatening way." During the inservices there is an opportunity for teachers to interact and "swap views and philosophies etc." The program provides an "opportunity to get out of school and talk to teachers from other schools." A strength is "being able to discuss what one is doing with a colleague." "The long term nature of

the program allows for interaction with the same group of colleagues which is valuable." It is "peers working with and coaching peers." "Effective Teaching opens the day, in a very positive, non-threatening way, for inter-classroom visitation. . . " It provides an opportunity for "teachers to share and question their own views as well as those presented in ETP."

4. The process: The Effective Teaching Program is a four step process that involves theory, modeling or demonstration, practice and feedback through coaching or conferencing back in the classroom. The program "takes the participants beyond the knowledge base. It forces them to practice and apply." A strength of the program is the "modeling of the selected skill in the inservice time and then the actual practice of the skill in the classroom with followup by a fellow teacher/consultant." "It provides for practice-guided and independent, with feedback."

5. Improves Teaching Skills: A strength of the Effective Teaching Program is that it "provides a positive way for teachers to improve their teaching/classroom management skills." It allows for "constant positive reinforcement for specific characteristics that should be a part of every classroom." "It teaches you how not to get involved (infuriated)" and "alleviates stress due to discipline problems." "It introduces you to new ideas and new ways of looking at things."

6. The Consultant: "The consultant is an excellent role model of effective teaching which is enlightening and encouraging." The program has "excellent consultants who are extremely committed to the Effective Teaching Program and can model the skills." One of the strengths is the "ongoing assistance. . . by trained consultants who know content and have coaching skills."

7. Psychic Benefits: The strength of the program is "it's so positive. You get warm fuzzies for skills everyone takes for granted." It is a "very positive outlook toward teaching and children." The "very positive approach to feedback equals increased confidence." "Everyone involved is enthusiastic, cares about teaching and enjoys their position." "It's a positive experience that builds and reinforces good teaching skills and therefore enhances the participant's confidence and self-esteem."

8. Common Vocabulary: The Effective Teaching Program "promotes sharing and understanding of the teaching process. . .by giving our profession a common terminology with which to discuss and share ideas." It "identifies and labels instructional and managerial skills" that encourage "discussion with other teachers." The "basic, consistent terminology improves communication" between teachers and staffs. "It provides a forum with a common vocabulary for the discussion of educational issues."

4.4. Weaknesses

The ninety questionnaires resulted in one hundred and forty-seven (147) statements concerning weaknesses of the program. Most of the weaknesses that were mentioned reflected the impact the program had on the operation of the teachers' classrooms and other programs at the school level. By far the biggest identified weakness was the detrimental effect of the regular classroom teacher being out of the class consistently. However, also related to the whole school operation were concerns over scheduling problems, lack of school support to facilitate observations and conferencing, and the cost of the program and where that money came from. Another area of concern was in the delivery of the program both from the consultant's presenting skill level and the content of the program. Table 4.10 shows the seven most frequently mentioned weaknesses of the Effective Teaching Program.

		frequency				
		N	P	A	C	T
1.	Inservices disrupt classes	7	5	7	3	22
2.	Expenses	5	4	8	4	21
3.	Consultant limitations	2	4	9	5	20
4.	Content Limited	4	6	2	3	15
5.	Lack of school support	0	0	0	14	14
6.	No review sessions	3	4	4	0	11
7.	School scheduling problems	0	5	5	1	11

Table 4.10 Weaknesses of the Effective Teaching Program

1. Inservices Disrupt Classes: One of the weaknesses of the program listed by consultants, teachers and administrators was "the amount of time that the teacher is required to be out of the classroom. . . results in enormous loss of instructional time." "The school time taken for training disrupts classes." In junior high the ET timetable means that the "same class is with a sub every second week for the whole year."

2. Expense: The cost of the program affects schools in two ways. One is the cost of providing substitutes to allow teachers time off to attend the inservices. The second area of cost is at the school to provide release time for teachers to observe and conference each other. The problem this creates is "not all teachers who are interested in the program are chosen to participate because of funds." "Scheduling time for inservices and conferencing presents programming and budgetary problems, especially in small schools." "Too few people can be involved at once because of budgetary constraints." "There are insufficient funds for those trained to observe and conference other teachers."

3. Consultant Limitations: The program should "screen" their consultants very carefully. It requires a "vibrant, dynamic presenter" and "not all of them have an equal command" of presenting skills and/or "content." There should be "system training for new consultants" and consultants should receive "regular observation and feedback on their inservices" because the program is "only as good as the instructor." "Participants

should be given their choice of consultants because some of the content is not motivating, depending on the way it's presented."

4. Content Limited: There is an "underlying feeling that only those skills taught in the program are valuable and useful." "It is presented as the answer to teaching and does not allude to other alternatives and paradigms . . . " The program "needs to grow in scope and expand into other areas . . . " "Focusing on specific skills at a given time has a tendency to distract from the whole or gestalt of teaching which can result in a disorientation. . ." "The curriculum of ETP is too rigid and there is not enough time spent on the artistry of teaching. "

5. No Review Sessions: The program has not offered consistent and regular review sessions for previous participants. "Where does one go after completion?" "There should be regular follow up sessions for people who have completed the program." "I feel that having completed the program there should be a next phase or continuation of my professional growth."

6. School Scheduling Problems: At the school level it becomes more difficult to arrange for conferencing. "It is not as easy to follow up in schools as there is no relief time or aides to allow you time to go in someone else's class." It is difficult to "free teachers during class time to be conferenced after a lesson."

7. Lack of School Support : Consultants felt very strongly that a weakness in the program came at the school level where there was either insufficient organization to accommodate the scheduling or the placement of teachers in the program who didn't want to be there. "Teachers being told to participate rather than volunteer results in initial negative attitudes which are difficult to change." "There are teachers who are not committed to the program. These 'volunteers' can have negative effects on those they work with." "Some administrators view the program as remedial teaching or as an arm of performance review." In some schools "follow up conferences and observation times are not in place and no substitutes are organized" and "conferencing does not happen on a regular basis."

4.5 Changes

The ninety (90) questionnaires resulted in one hundred and forty-one (141) suggestions for change. Most of the suggestions for change were directly related to the weaknesses of the program. Table 4.11 shows the seven most frequently mentioned suggestions for change.

		frequency				
		N	P	A	C	T
1.	Consultant Training	0	2	6	7	15
2.	Increase Funding	2	3	9	0	14
3.	Add review sessions	5	6	0	3	14
4.	More conferencing	6	2	0	3	11
5.	Expand the horizons	1	1	4	4	10
6.	Reduce or change inservice format	2	6	1	0	9
7.	None	4	0	4	0	8

Table 4.11 Changes for the Effective Teaching Program

1. Consultant Training: The largest request for change came in the area of the consultants. It took two forms; one request is for consultants who are "vibrant" and "can sell the program" as well as "motivate teachers new to the program." The second suggestion for change came for consultants to receive "regular opportunities for appropriate inservices." Most often it was suggested that there be "more time for professional development of consultants and new program development time." "Consultants should be observed and conferenced by (name of ETP consultant) on a regular on-going basis."

2. Increase Funding: The suggestions for increased funding take two forms; one is to provide more specifically allocated funds to the schools and the second suggestion is that the program become a centrally funded project. "Make the ETP system wide so all teachers can take advantage of it. It

needs much more funding now." "More funding is required so schools can involve more people as well as obtain more relief through supply teachers." "I would like to see the program funded by the board rather than from individual school budgets." "If the district is serious about Effective Teaching, then additional budget money should be set aside specifically for this program and no other."

3. Add Review Sessions: "There should be follow up inservices and conferencing after the first year to promote continued professional growth both in content and in observation and conferencing skills." "The program was so good that the only change is some sort of review sessions be instigated." "Make a review course available once a month." "Involve previous ETP teachers in a regularly scheduled follow up program." "Rather than going on to new staff each year possibly an indepth cycle for teachers to further their expertise using a pull out model."

4. More Conferencing: "I would appreciate more time to practice conferencing skills with the guidance of my consultant." A suggestion for change would be the "consultant be assigned to fewer schools so they can spend more time on conferencing in each school." "Make more time for conferencing other staff members."

5. Expand the Horizons: The content of the program should be expanded to "incorporate what research says about learning preferences." "Time should

be given to use the model for other dimensions of learning." "The content should be based on skills the teachers want to enhance rather than on a standard set of topics." "ETP should be a school based program in conjunction with other areas of professional development such as holistic writing so that both the immediate and long term needs of the teachers and students of that school are specifically and personally met." "I suggest a more conscious effort to stress process rather that content, for example, by applying the conferencing process to new content i.e. whole language."

6. Reduce or Change Inservice Format: One of the changes suggested seems to be precipitated by a desire to have the teacher not leave the classroom so often. "The program could be presented in a semestered type of structure . . . with half as many sessions so that the same classes would not always miss instructional time." "Perhaps teachers could take one portion of the program one year and another the next rather than a full year commitment." "Vary the inservice schedule so it is less disruptive to classes." "Rotate the schedules."

7. None: Although the researcher's expectation of the question was that everybody would make suggestions for change, some respondents chose to write in the following suggestions: "I cannot see any changes that I would recommend within the ETP program itself." "I am pleased with the program." "The program worked out very well the way it was set up . . ." "Leave it more or less as it is."

4.6. Side Effects

The ninety questionnaires elicited 217 responses on the side effects that the participants have noticed for themselves as a result of their participation in the program. One hundred and eighty-six (186) were labeled as positive side effects (see Table 4.12) and thirty-one (31) were labeled as negative(see Table 4.13). It is noteworthy that many of the effects that were labeled as negative do, in fact, reflect positively on the program. For example, "I am frustrated because I would like to continue in the program but such opportunities are not available (-)." "More funding is needed (-)." "I am surprised at the lack of university training in the critical areas of handling children and organizing material for instruction (-)." Another reported negative side effect is that "not everyone is involved (-)."

	Positive Side Effects	frequency				
		N	P	A	C	T
1.	Increased awareness	13	9	8	0	30
2.	Increased confidence	9	6	5	6	26
3.	Improved teaching	6	5	8	5	24
4.	Better discipline	9	8	6	0	21
5.	Interchange	5	4	4	5	18
6.	Common vocabulary	2	5	9	2	18
7.	Learned conferencing	2	7	8	0	17

Table 4.12 Positive Side Effects of the Effective Teaching Program

		frequency				
		N	P	A	C	T
1.	Classes suffer	8	1	1	0	10
2.	Increased workload	3	0	0	0	3

Table 4.13 Negative Side Effects of the Effective Teaching Program

4.7. Positive Side Effects

1. Increased Awareness: Participants reported they were much more aware of their behavior in the classroom. "I have become much more aware of teaching skills which have been of benefit to my students." "I feel more relaxed with my students because I know a) what I'm doing, b) why I'm doing it, and c) how to react more effectively when things go wrong. Although I feel I've been a strong teacher in the past the program has helped me identify what I've been doing right and how to make some skills better!" "It sounds ridiculous but I am now more aware when I am being a bear. Not only am I more aware, but I'm (feeling) more guilty. I'm nice now!"

2. Increased Confidence: Participation in the program has made teachers "feel good about themselves." It has "renewed confidence and self respect among participants." "I feel very good and elated after every conference because of the positive things I hear. It's helped me overcome certain

apprehensions of having someone come into my classroom, especially with evaluation this year -- sort of gave me more confidence."

3. Improved Teaching: Being involved in the program has helped teachers increase their "repertoire of teaching skills" and their "ability to pick alternative (behaviors) quickly or in mid-stream." "I am constantly reminding myself of the positive things that were discussed in the sessions and I am working with them in the classroom." Besides improving the repertoire of skills, teachers claim the program has "given me time to think and clarify my philosophy of education and classroom management." "It has increased my reflection upon my own classroom practices and resulting decision making." "I have a more positive attitude to teaching because I'm better equipped to handle difficult situations." "It has shown me a wealth of ways of doing things and a wealth of ways of viewing education."

4. Better Discipline: "I am handling classroom management more effectively." "It has given me excellent steps to follow for discipline thus relieving the personal nature of behavior." "I can deal with problems on an intellectual rather than an emotional level." "Many of the teachers approach me with special behavior problems and ask me how I would handle the situation." "I understand why students misbehave and how I can deal with my frustration with these students in an appropriate constructive way. This has made teaching much more enjoyable."

5. Interchange: One of the side effects has been the opportunity for teachers to discuss their teaching with their staff as well as with teachers from other schools. "As a staff we have discussed what has been taken (at the in-services) and what worked for us in different situations." "My discussions with other teachers on staff serves as a review for them as well as myself." "I found a greater degree of communication, understanding and mutual respect among staff members." "It increased my feelings of professionalism and interaction when colleagues can conference and assist each other." "I enjoyed a chance to exchange ideas and views with people from other schools." "I met many wonderful educators."

6. Common Vocabulary: One of the side effects is that "a common vocabulary is being built among teachers so we can communicate more effectively with fewer words." "Teachers are developing a common language in order to discuss their profession." "Good teachers become more explicit."

7. Learned Conferencing: The program "gave me an excellent conferencing pattern to use with student teachers" and with "parent - teacher interviews." "It has increased my ability to work with student teachers, interns and colleagues." "I feel comfortable helping other teachers with techniques or strategies they may want to use."

4.8. Negative Side Effects

1. Classes Suffer: A recurring issue for teachers and administrators in the program is the amount of time the teacher is required to be out of the classroom. A junior high teacher reports, "I am behind in my program for classes on that afternoon of my inservice and conferencing." "Children resent so many sub days." "I didn't like cleaning up after the substitute."

2. Increased Workload: Mentioned less often, but still a factor to be considered is the reality of a teacher preparing plans to leave with a supply teacher. "I found it demanding to prepare the detailed lesson plans necessary for subs in division I so I could have release time." "My workload has increased."

4.9. The Effective Teaching Program Is . . .

Although the question on what the Effective Teaching Program is requested a one sentence description of the program, many statements reflected the participants' feelings towards the program. A majority of the answers were a combination of subjective feelings towards the program and descriptive statements.

All of the statements about the program were either positive, for example, "very worthwhile," or neutral "A long term professional development program designed to assist teachers in classroom management and instructional skills. One exception was ". . . an attempt to develop accountability skills in teaching

effectively from a technocratic perspective, but it needs to be better placed and balanced within a mediated, meaningful context for effective learning."

The essence of the statements is summarized in Table 4.14, and some examples follow:

". . .a program of skill awareness. We discuss a skill, we look in a mirror, we smile or build upon what we see. It is a program which provides for self-evaluation. You now know why you're good when you're good. You can take a direction to improve. No longer are you left with a vague feeling of competence or inadequacy."

". . . the most valuable professional development program that teachers and administrators can be involved in. "

". . . a long-term professional development program in which a heterogeneous group of teachers meet with a consultant to systematically identify and develop various instructional and classroom management skills through regularly scheduled inservices, observations, and conferences."

". . . the definition of good teaching."

". . . a worthwhile program in which all teachers should be involved."

". . . The most worthwhile professional development I have ever been involved in!"

". . . reflective and introspective. It focuses on the positive with an edge for making one question their teaching decisions.

	frequency				
	N	P	A	C	T
1. Excellent	9	5	6	0	20
2. A heightening of awareness	9	1	4	5	19
3. A show of positiveness of teaching	8	1	9	0	18
4. To improve teaching	7	3	4	3	17
5. Positive and Non-threatening	6	1	5	3	15
6. A process to cause change	3	0	8	2	13
7. A long term professional development program	1	1	0	10	10
8. Based on Classroom management and instr. skills	9	2	0	0	11

Table 4.14 Effective Teaching Is

4.10. Summary of the Findings

The summary of the findings also addresses the research questions posed by this study. The participants in the ETP overwhelmingly supported the program and found it worthwhile and valuable. They identified the key elements that have led to its success as

1. The skill of the consultants.
2. The fact that the program includes follow up feedback in the form of conferencing.
3. The participants' commitment to the program resulting from the volunteer aspect of participation.
4. The content; the classroom management skills and instructional skills presented at the inservice sessions were relevant and meaningful as well as reinforced the teachers' awareness of their own skill level.

The participants identified weaknesses in the program as follows:

1. Attendance at school time inservice sessions disrupted classes by taking the teacher out of the classroom too much.
2. It is expensive to provide supply teacher services to implement the program well.
3. There is a lack of consistency between consultants in the content they present and in their presentation styles.
4. The classroom management and instructional skills that were part of the curriculum were at times limited or limiting.

The changes suggested are in keeping with the identified weaknesses. A summary of suggested changes are as follows:

1. Provide more opportunities for consultants to receive training and professional development
2. Increase funding specifically to the program.
3. Expand the breadth of the program curriculum through review sessions, more conferencing, and a more comprehensive view of the skills taught.

On the whole, the participants view all aspects of the program as very positive. One area, where there were statistically significant differences between the views of the new participants, previous participants, administrators, or consultants was on the item which asked respondents to rate the extent they used the skills in other areas of their work. Administrators responded they used the skills significantly more than any of the other three groups. This would be

natural because administrators would have far more opportunities to use conferencing skills. A variation of the conferencing format can be used with students, parents, and teachers; administrators face those situations far more often than classroom teachers do. In addition, as a regular part of their job, administrators observe and give feedback to teachers so their observation and conferencing skills would again be of more use to them.

As previously mentioned, school personnel viewed the important factors that contributed to the success of the program differently than the consultants. All school participants felt the consultant was most important, but the consultants didn't list themselves as very important. This has implications for the operation of the program in that the selection of the consultants is a vital part of the success of the program. Consultants viewed the fact that the inservices were held during school time as most important, whereas over 50% of the participants viewed it as least important. The implications of this are that consultants may be fighting to see this aspect of the program kept while it is not an important feature for the participants.

Another item that showed some disagreement came from respondents' views on weaknesses of the program. Consultants unanimously reported a perception of lack of support for the program at the school level. This refers to consistent scheduling of conferences, organized release time for observations and conferences and general funding as set by priorities by the school staff. None of the other three groups perceived any problems with this area. It seems evident

that those who work in the school see the Effective Teaching Program as only part of their multidimensional job, whereas it is the total focus for the consultants. There was also some disagreement in perceptions over the inservice sessions format. Previous participants felt this was an area that needed change whereas none of the consultants felt change in this area was necessary.

The study also solicited teachers' views on the impact of the program on their teaching over time. In addition, participants were asked to comment on whether they transferred the skills into other teaching areas. The findings confirmed that the program does have an impact over time and that participants do transfer the use of the skills into other areas. In conclusion, the study has shown the participants responded positively to all of the questions posed by the study.

4.11. A Comparison with the Literature

Besides the high rating the participants give the Effective Teaching Program, the literature confirms the program is solidly supported by educational research. The review of the literature (Chapter 2) outlines suggestions for research based effective teaching skills and factors necessary for a successful inservicing program. Cross referencing the key features of the ETP with the literature shows a favorable comparison.

4.12. Effective Teaching Skills

A comparative look at the classroom management and instructional skills that the ETP offers shows, that although the labels and terms may differ, most of the skills that research has found to have effects on student learning are included in the curriculum of the ETP. Table 4.15 shows a brief comparison of the skills Brophy and Good (1986) produced in their syntheses of research on effective teaching skills as compared to the content of the ETP.

One area that may not be directly addressed in the Effective Teaching Program is the idea of teacher expectation. Other than that, the content of the Effective Teaching Program is based on research findings.

4.13. Inservicing Program

The research on inservicing programs (as described in Chapter 2) is fairly specific in outlining conditions necessary for a successful inservice program. The Edmonton Public Schools Effective Teaching Program follows these conditions and the participants also reported them as being important to the success of the program. (See Table 4.16).

Effective Teaching Skills/research	Content/ ETP
Quantity and pacing of Instruction	
1. Role Definitions/expectations	1. Low level classroom management
2.Classroom Management/ Student Engaged Time	2. Classroom management
- preparation	preventative management
- rules and procedure	low key preventative management
- Withitness and overlapping	low key management
- smoothness and momentum	low key management and transitions
- variety and appropriate level of challenge	interest and selecting an objective at appropriate level of difficulty
- accountability	accountability
-clarity for options for help	low key preventative management
3. Consistent Success /Academic Learning Time	3. Success / Teaching to the Objective
4. Active Teaching	4. Active participation and Teaching to the Objective
Form and Quality of Lessons	
1. Giving Information	1.
-structuring, overview, objectives	set, sharing objective and purpose, transitions
- Call attention to main ideas	meaning, teaching to objective
- review main parts	closure
-link concepts of new to old	set and meaning
-use rule-example-rule patterns	modeling and examples
2. Redundancy/Sequencing	2. Sequencing and practice
3. Clarity	3. Teaching to the Objective, Task analysis
4. Enthusiasm	4. Interest and feeling tone
5. Pacing Wait Time	5. Questioning and Accountability
Questioning	
1. Level of Difficulty	1. Monitoring and Bloom's Taxonomy
2. Clarity of Question	2. Setting the Question
3. Waiting	3. Wait Time and accountability
4. Selecting the respondent	4. Questioning and call outs
Reacting to Student Responses	**Responding to the Efforts of the Learner**
Seatwork and Homework	**Practice-Guided and Independent**

Table 4.15 Comparison of ETP and Research on Effective Teaching

Research Suggestions	ETP Format
1. Ongoing long term program preferably a series of 4-6 workshops held every two weeks within school time.	1. Ongoing, long term; 13 sessions held every two weeks during school time.
2. Based on the concept of theory, demonstration, practice and feedback.	2. Based on the concept of theory, demonstration, practice, and feedback.
3. Based on relevant objectives identified by teachers. Familiarize participants with material before inservices and verify it by research.	3. Based on relevant objectives identified by consultants. Familiarizing depends on the consultant and little reference is made to research for verification.
4. Stated as specific objectives.	4. Clearly stated as specific objectives.
5. Provides for teacher interchange.	5. Based on teacher interchange but somewhat dependent on consultant's presenting style.
6. Coaching is an essential element. It can be expert coaches or peer coaches.	6. Coaching is an essential element. Peer coaches are trained to be expert coaches.
7. Teacher directed- teacher initiated and implemented program can be done in cooperation with teachers and program designers.	7. Consultant directed, however program asks for volunteer participants and does invite written feedback.

Table 4.16 Comparison of ETP and Research on Inservice Education

An informal comparison shows the ETP follows researcher's suggestions for a successful program in all areas. There are two places where slight changes would bring the program more in line with the suggestions and in fact, participants have made these suggestion for change:

1. The content in the ETP is perceived as relevant and meaningful but a

brief look at the research studies that led to the identification of the skill might put the content in a better perspective for the teachers involved in the program. An example might be the skill of active participation. The ETP teaches the skill, but a look at the research on the skill shows that there are some situations and some types of learners where this is not an appropriate strategy. Such information would be very useful to teachers and, in part, alleviate the feeling that the skills can be "technocratic". So, although the ETP includes the skills research offers as being important to effective teaching, it appears desirable to enrich the content skills with more specific reference to the research studies.

2. The second area where slight changes may be necessary in the program has to do with opportunities for teachers to identify the objectives of the program and to have input in setting the direction of the program in consultation with the presenters. The responses from the participants in the study indicate that this may be happening with some consultants, but it is not a uniform part of the inservice session format.

3. The research suggests that inservice sessions for teachers should be held during school time and not be tacked on to the end of the teaching day. The ETP does offer their inservice sessions during the day, but participants don't view this as very important. It has led to the biggest weakness of the program because teachers have to be away from their school during the day and therefore disrupt their classes. It might be possible to capitalize

on the school time inservices but minimize class disruptions. This will be discussed further in the recommendations in Chapter 5.

4.14. Chapter Summary

Chapter Four reports the findings of the study in two parts. The first part reports the findings and identifies the strengths, weaknesses, positive and negative side effects, and suggested changes for the program. The second part of the chapter discusses the findings in relation to the questions posed by the study. In addition, the discussion compares the salient features of the content of the program and the inservicing format with suggestions from the literature.

Chapter 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This study was an evaluation of the Effective Teaching Program of the Edmonton Public Schools. The ETP is a long term professional development program designed to familiarize teachers and administrators with a process of enriching their teaching repertoire. The process focuses on the four component parts of providing theory, demonstration, practice, and coaching through conferencing. It is offered as a package to professional staff at the elementary, junior high and senior high levels and deals with teaching skills in the areas of classroom management, instructional skills and teaching strategies. This chapter contains a summary of the study, recommendations and implications, and a conclusion.

5.1. Summary

This study evaluated the program by determining its strengths, weaknesses and side effects as perceived by the participants. The evaluation focused on the inservice training model as well as content skills of classroom management and instructional skills. The intent of the study was to determine if the participants found the ETP to be valuable and worthwhile and to identify the reasons why they felt it was a successful program. The study focused on gathering views of new participants, previous participants, administrators and consultants who were involved in the pull-out part of the ETP for 1985-86. In addition, the study compared the views of the four groups of participants for any significant differences of views. The study also assessed whether the impact of the program persists over time and if the skills the participants gain in the program transfer to other areas of their teaching.

The research was conducted through a self administered questionnaire that asked participants objective and open ended questions. The results were analyzed to ascertain the strengths, weaknesses, suggested changes, and side effects of the program. The participants identified their views as to the most important and least important factors that contributed to the success of the program. These elements, along with information about their views on the content and format of the program, were compiled to provide a profile of what was successful about the ETP. This profile was compared with the features the research literature recommends are necessary to provide a successful professional development program. The results of both analyses show the Effective

Teaching Program to be a very successful and worthwhile program.

5.2. Recommendations and Implications

There is no question that the Effective Teaching Program is considered a success by the participants. The following areas are identified as key elements in its success and should be maintained as essential parts of the program.

1. The program runs as a series of sessions offered over an extended period of time with sessions held every two weeks.
2. The program is based on theory, modeling, practice and feedback.
3. The content is meaningful, relevant and practical.
4. Feedback is provided for teachers in their own classroom by a coach.
5. The program is based on teacher interchange and a collegial relationship between participants.
6. Consultants are knowledgeable, skilled and respected by the participants.

5.3. Areas of Concern

There are some areas of concern that administrators of the ET Program might want to consider in future modifications.

5.3.1. Content

Although the instructional skills and classroom management skills ranked very high as a strength of the program, it is recommended that the program attempt to provide a link to the skills presented with current research literature. By providing the consultants access to some of the knowledge research has provided about the skills, they could enhance their own knowledge base. This research material does not necessarily have to be passed on to the participants in a written form, but the need to verify the material with research studies should be fulfilled. The sound knowledge base will also increase the consultants' confidence in their knowledge of the source of the material.

In addition, it is recommended that the program gather literature to act as a resource base for the content material. Relevant copies of studies or articles should be on file to provide a ready source of reference. Again, this does not necessarily have to be shared with the participants in a "paper blizzard", but the information should be available as a reference. Handouts that are given to the teachers can be credited to the appropriate sources, and the material that is handed out in the program could be more accurately referenced.

This reference material might be augmented by documentation on the program that outlines its goals and objectives. This written material would be beneficial to participants of the program, but also be of value for non-participants. A number of models of implementation to accommodate observation and conferencing schedules would be useful information in this document. Many times each administrator is faced with the task of "inventing the wheel"

as they timetable the program into their school. Alternative plans to help them design schedules would decrease planning time and improve efficiency for school based personnel.

The consultants in the program indicated a need for more training and/or professional development with regard to the content material. Time should be made available for them to receive this information as well as to discuss and debate it. Isolated preparation time is not as valuable as time for interaction with other professionals.

5.3.2. Consultants

The administrators of the ETP should continue to be aware that, from the viewpoint of the participants, the single most important factor contributing to the success of the program is the quality of the consultants. Participants identified positive, dynamic and 'vibrant' consultants as a strength of the ETP. Consequently, for the program to continue to be viewed as valuable, it must continue to place appropriately selected consultants. It is noted that presentation style seemed to be a more important factor in determining the quality of the consultant than the consultant's knowledge base.

In addition, the study findings indicate a need for consultants to be observed and conferenced on their inservice session presentations. This might provide opportunities for consultants to share what they are doing within their sessions and consequently lead to uniformity between sessions; a concern for participants. Consultants requested feedback on their inservice session

presentations in order to continue their own professional growth and development.

5.4. School Time Inservices

Although the review of the literature and the participating consultants felt the inservice sessions during school time contributed to the success of the program, the teaching participants did not feel the same way. The participants suggested that the disruption to their classes and the added work of preparing for, and recovering from, a substitute teacher did not make attending school time inservices appear as necessary as an element for success. The program designers might consider some alternatives to add to the existing program format to provide options for those involved in the operation.

1. Semesters: Research indicated a successful program would be ongoing with four to six sessions offered at two week intervals. The ETP offers 13 sessions (1985 operation) at two week intervals. Instead of offering all the program as a complete package, it could be broken into semester packages. With consistent offering of the program in "semesters" or content strands, a teacher need not be out of the classroom for a full year, but could receive all of the content by taking the strands over a period of several years.

2. After School Pull Out: The same pull out format would be followed but an option available would be that the two and one half hour sessions would be offered after school, in the evening, or on a weekend. The school would still

be responsible for arranging for observations and conferences during school time, but it would alleviate the disruption the inservices cause in some classrooms because of the teacher missing so many classes. Another recommendation is that the teachers be financially compensated for attending inservices during this time period. Teachers could be paid with an honorarium or supply teacher wages. As unorthodox as it might first appear, researchers (Pansegrau, 1983) support this concept and the EPS has set a precedent by paying teachers to mark student achievement exams as part of a professional development program in learning outcomes.

3. Rotational Schedules: For a pull-out group that has a large number of junior high schools involved, offer the schedule on a rotational basis. Junior high teachers have the most difficulty with a timetable that takes them out of their classes on a regular basis. A pilot pull-out group that changes the inservice and observation schedules could be tried. For example, a two week rotating cycle could be altered to be on an eleven day cycle so the whole rotation starts on a different day each cycle. Although it may cause some scheduling problems at the school level, it would mean that the same classes do not always get the substitute teacher. In some schools, the release time for the participating teacher is built in as part of the timetable, consequently, this would not work in one of these schools. However, in other schools the release time , especially for the observing and conferencing, is done on an adhoc basis by a counsellor, librarian, or administrator. If their timetables are flexible, then a rotating timetable would not

present a problem and would benefit the students.

4. Part-Time Teachers: It is recommended that schools use a relieving or part time teacher rather than a substitute teacher to cover classes when the teacher is attending inservices or involved in conferencing. By using a regularly scheduled teacher, the students are not disrupted and the participating teacher is not required to plan for the time they will be away. It is noted that this alternative is substantially more expensive that using supply or substitute teachers.

5. Schedule Supply Teachers: Another alternative would be for the supply teacher office to arrange for one substitute to cover a set of schools on the program. They would have a visiting schedule much like the consultants and each school would get the same supply teacher each time the teacher was away. It would mean the supply teacher would not be available for any other type of substitution work such as long term substitution, but there would be some consistency in the classrooms.

6. Make the Gains Visible: Even though teachers expressed concern over leaving their classrooms on a regular basis, it may be best to continue the program in this manner. The literature suggests this is an important feature but teachers may need help in seeing past the disadvantages. Teachers need assistance in seeing that the time spent away from the class is very valuable and well worth it because of the gains made in their classroom. This could be done by videotaping the teacher at the beginning of

their participation in the ETP and at the end of their participation. This videotape would be solely for the use of the teacher to allow them to assess their own development and hopefully see that the advantages outweigh the disadvantages.

5.5. Review Sessions:

It is recommended that review sessions be made an integral part of the program. Past participants feel strongly that there should be review sessions and new content areas developed for them. These should become an important part of the program offered at a time that participants can easily leave their classrooms. For example, some noted that a review session was offered the day before Halloween and therefore they were not able to attend. The structure of these sessions should be carefully designed to highlight the strengths that have been identified for the program. They could include an enriched approach to the curriculum or content with added information from the research findings.

5.6. Ongoing Evaluation

The findings indicate that there are certain elements of the operation that school based personnel (new participants, previous participants, and administrators) viewed differently that the consultants. For this reason, it is recommended that any changes or modifications to the operation of the program be done in consultation with all four types of participants. One of the important factors necessary for success is that the program be teacher directed or at the very

least an opportunity exist for teachers to collaborate with program designers. Although the consultants are teachers, their perspective changes in the leadership role, and the school focus must not be lost in the planning process.

5.7. Expense

The findings indicate that although participants feel the program is extremely valuable, there is concern over the high cost of the program. A recommendation is to have centrally allocated funds available on a grant basis to help school professional development funds implement the program. The majority of the costs would still be carried at the school level, but limited funds could be available to help some schools with the program. These funds (perhaps equal to the cost of a consultant) could be applied to assist in one of two ways:

1. To defray costs for smaller schools which would not ordinarily be able to participate because of financial restraints.
2. To defray costs for other school staffs who want to initiate a project at their school that involves teachers who have already participated in the program. Such a project might be a system of collegial observations and conferences such as the program advocates, but many schools are unable to undertake such followup because of cost. In the long run, this type of funding might turn out to be more cost effective because it would utilize the trained staff at the school to better advantage.

5.8. Summary of the Recommendations

The recommendations for the Effective Teaching Program can be summarized as follows:

1. Verify the content with research.
2. Establish a reference library.
3. Document goals, objectives, and alternative models of implementation for the program.
4. Establish ongoing training sessions for the consultants.
5. Select consultants carefully.
6. Observe and conference the inservice sessions.
7. Develop alternatives to school time inservices so classes aren't disrupted.
8. Offer review sessions
9. Establish ongoing, teacher directed, program evaluation
10. Increase the funding allocation.

5.9. Implications

The findings of this study have implications for the Effective Teaching Program, the Edmonton Public School District, universities and teachers professional associations. The implications for further research for the Effective Teaching Program are as follows:

1. Conduct a needs assessment at the high school level and evaluate the high school Effective Teaching Program.
2. Evaluate the ETP inschool program.
3. Compare the pull-out program with the inschool program.
4. Assess the effects of participation in the program on teachers over five years.
5. Examine a model for teacher participation over an extended period of time.
6. Investigate the correlation between student achievement and teacher involvement in the Effective Teaching Program.

There are implications for the Edmonton Public School District when planning professional development programs in curricular services. Consideration should be given to linking content areas with the Effective Teaching Program for some services. By presenting the theory of effective teaching with demonstrations, practice, and feedback of a specific subject area, such as social studies, the district would capitalize on a successful program in both process and content areas. In addition, future development of inservice programs should be modeled on the successful elements of the ETP.

Another serious implication for the school district is in the area of consultant training. The ETP is based on the premise that educators have identified behaviors that make some teachers more effective than others. This being the case, the same must be true for consultant behaviors. Since participants claimed the consultant was vital to the success of the program, it would be

important to identify behaviors that make consultants effective. These effective consulting skills should be identified either through the literature or the school district's own study, and the information used as the basis for a training program for consultants.

A third implication for the district is tied to the whole area of teacher morale and motivation. School districts have become increasingly more vocal in voicing concerns over teacher morale and many have initiated programs to address this specific issue. Teachers who participated in the ETP indicated that their participation was a morale booster. "You now know why you're good when you're good." "I feel good and elated after every conference. . ." Therefore, besides funding new "morale building programs", the school district should recognize that additional funds channeled into existing programs such as the ETP may do even more to build teacher morale.

Implications for universities and teacher training institutions are complex. First, more research is necessary to examine whether the same elements are necessary in preservice training as in inservice training. It could be that lecture courses as they exist in traditional university programs are not effective and the format should be adjusted to contain the theory, demonstration, practice, and feedback model. Education faculties should also consider including specific classroom management and instructional skills in pretraining curriculum.

There are implications for professional educational associations such as the Alberta Teachers' Association (ATA). Since so many of their members find the

Effective Teaching Program to be worthwhile, the association should offer a similar service. However, it would be highly unlikely that a professional association could offer a program that includes all the elements necessary for a successful program. For example, the program couldn't be held during school time or have follow up feedback sessions in the classroom. Consequently, it makes more sense for organizations such as the ATA to form a partnership with Edmonton Public Schools to offer the Effective Teaching Program. It would be economically satisfying to both groups and mutually beneficial because they both are serving the same clients.

5.10. Conclusion

Effective teaching, teacher effects and teacher inservice training programs have been important research concepts for the seventies and eighties. A merging of the information gathered in the two areas has produced a very successful professional development program called the Effective Teaching Program. The program is based on classroom management skills and instructional skills that are perceived as meaningful and relevant by the teachers and are verified by educational research. The inservice program offers a series of sessions rather than a one time inservice session, and the sessions are based on theory, modeling, practice and feedback. The feedback is provided to the teacher in his or her own classroom by an expert coach or by a colleague who is being trained to be a coach. The teachers who participate are committed and value the experience of being involved. The consultants are vital to the success of the program and their skill, knowledge and dynamics make up for limitations in the content.

Teachers view the program as worthwhile because it either improves or reinforces their teaching skills and philosophy of teaching. It is an excellent program that has had a positive impact on the teachers who have participated.

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Appendix A1

SKILLS OF THE EFFECTIVE TEACHING PROGRAM

This page has been removed because of poor print quality. The information on this page contained the skills taught in the Effective Teaching Program of Edmonton Public Schools and is available from the author of this thesis.

CLASSROOM MANAGEMENT SKILLS

1. BE PREVENTATIVE

Show Interest
Please Be Polite
Anticipate Problems
Be on the Alert

2. RESPOND TO INAPPROPRIATE BEHAVIOUR
Observe - Interpret - Respond

a. ATTENTION SEEKING BEHAVIOUR

Low Key Responses

Eye Contact
Proximity
Gestures
Facial Expressions
Minimal Verbal
Private Dialogue
Problem vs. Student
Ignore
Allies First
Combination of...

b. PERSISTENT ATTENTION SEEKING BEHAVIOUR
Escalate and Match

Bump 1
Any of the nine Low Key Responses OR combination of

Bump 2 - Squaring Off
1. Pause or Stop
2. Turn body (square off)
3. Intensify Eye Contact
4. Use Minimal Verbal Response
5. Complete with a "Thank you".

Bump 3 - Choices
1. Stop Teaching
2. Square Off
3. Intensify Eye Contact
4. Give an Either/Or Statement
5. Ask for Student Response
6. Listen and Watch for Student's Answer
7. Complete with a "Thank You".

Bump 4 - Implied Choice
1. Act

Bump 5 - Informal Contracts
Does the teacher set a time to meet with the student when the problem can be discussed without emotion?

1. Greeting Statement — Feeling Tone
2. Define the Problem
3. Generate Solutions
4. Evaluate the Solutions
5. Agree upon a Solution(s) — Accountability
6. Closure:
   - o summary by student
   - o identify who, does what, by when
7. Complete the interaction with a "Thank you".
8. Show interest:
   - o Talk about something other than the situation — Feeling Tone

3. USE THE PRINCIPLES OF DISCIPLINE

- o Problem Solving (No Moral Judgement)
- o Restore Social Order
- o Relationship to the Misbehaviour
- o Withdraw for Provocation not the Student
- o Deals with Present
- o Friendly Tone
- o Situational

c. POWER SEEKING BEHAVIOUR
Defuse Through the Use of:

Low Level Ignore

Humour or Irrelevant Maneuver

Bump 6 Language of Attribution
1. Pause or Stop
2. Square Off
3. Intensify Eye-Contact
4. Take 2-3 Deep Breaths
5. Deal with Allies First (Bump 3 or 4)
6. Shift Responsibility
7. Pause
8. Allow Student to Save Face
9. Complete the Interaction with a "Thank You".

Bump 7
No Choice
Ask the Student to Leave

Escalate Bump 3 Hard Choice

Bump 7 No Choice Ask the Student to Leave

August, 1984

Appendix A2

MADELINE HUNTER'S INSTRUCTIONAL SKILLS

This page has been removed because of poor print quality. The information on this page contained a chart of Madeline Hunter's Instructional Skills.

Appendix A3

COVERING LETTER

May 12, 1986

Dear Colleague:

As part of my Masters' Degree in Educational Administration and in cooperation with Dave Thomas and the Instructional Processes Branch I am conducting an evaluation of the Effective Teaching Program. The evaluation will be based primarily on information gathered from a questionnaire that is distributed to current and previous participants in the pull-out part of the program. The participants will include teachers, administrators and consultants.

I am asking you as an administrator to complete the yellow questionnaire and I would like you to ask one staff member (picked randomly) who has been in the program before this year to complete the pink questionnaire. I appreciate how busy you both are at this time of year, but I do value your opinions on the program.

Please take time to complete the questionnaire as soon as possible and return it to

Louise Bentley
c/o Instructional Processes Branch
Centre for Education

I would like it returned by May 19 if possible. Thank you so much for your support and cooperation. If you have even done this you know how much I appreciate it.

Sincerely,

Louise Bentley

Louise Bentley

Please don't hesitate to call me at home 474-3197 if you have any questions. Thanks.

Appendix A4

QUESTIONNAIRE

Edmonton Public School District

Questionnaire

on

Effective Teaching Program

Please circle the appropriate answer.
Questions 10–20 should be marked with an X

Your responses are confidential and
your anonymity is guaranteed.

EDMONTON PUBLIC SCHOOL DISTRICT
QUESTIONNAIRE ON THE EFFECTIVE TEACHING PROGRAM

DIRECTIONS: PLEASE CIRCLE the appropriate number or fill in the blank.

1. Which classification best describes your position? 4

   1. teacher completing ETP this year (85-86)
   2. teacher who completed the program previously
   3. consultant
   4. administrator

2. What is the total number of years you have had as an educator including this year?_____years. 5,6

3. How many years have you been in your current assignment? _____years. 7,8

4. Approximately how many teachers are in your school? (If not in a school, please indicate N/A). _____years. 9,10

5. Sex: 11

   1. Female
   2. Male

6. What is the grade level at which you do most of your work? 12

   1. Kindergarten
   2. Grades 1-6
   3. Grades 7-9
   4. Grades 10-12
   5. Other (Please specify) _____

7. Do you hold a part-time or full-time appointment? 13

   1. part-time
   2. full-time

8. The statement that best describes how you first "joined" the Effective Teaching Program is 14

   1. All staff members were invited to apply and I was chosen.
   2. Only some staff members were invited to apply and I was chosen.
   3. I was asked to participate.
   4. Not applicable.
   5. Other (Please specify)_____

9. In my opinion, the ETP should be 15

   1. mandatory
   2. only for volunteers
   3. Mostly for volunteers with some recommendations by the principal.

Please indicate the extent of your agreement or disagreement with each of the following statements.
SA = *Strongly Agree*, A = *Agree*, U = *Undecided*, D = *disagree*, SD = *Strongly Disagree*

	SA	A	U	D	SD	
10. In general, other people would describe me as a motivated teacher.	—	—	—	—	—	16
11. In general, other people would describe me as a competent teacher.	—	—	—	—	—	17
12. In my opinion, the Effective Teaching Program is an excellent program.	—	—	—	—	—	18
13. When I first became involved in the program I was optimistic about the value of the program.	—	—	—	—	—	19
14. In my opinion, my participation in the Effective Teaching Program has improved my skills and repertoire in the area of classroom management.	—	—	—	—	—	20
15. In my opinion, my participation in the Effective Teaching Program has supported and reinforced my skills and repertoire in the area of instructional skills.	—	—	—	—	—	21
16. I plan to use the classroom management skills I practiced in the Effective Teaching Program.	—	—	—	—	—	22
17. In my opinion, my participation in the Effective Teaching Program has improved my skills and repertoire in the area of instructional skills.	—	—	—	—	—	23
18. In my opinion, my participation in the Effective Teaching Program has supported and reinforced my skills and repertoire in the area of instructional skills.	—	—	—	—	—	24
19. I plan to use the instructional skills I practiced in the Effective Teaching Program.	—	—	—	—	—	25
20. In my opinion, my participation in the Effective Teaching Program has confirmed my philosophy of teaching and helped me articulate my teaching decisions.	—	—	—	—	—	26

21. In my opinion, the two most important factors that contribute to the success the program has are: (circle two) 27,28

1. the consultant
2. conferencing as part of the training process
3. content (classroom management and instructional skills)
4. participant's commitment
5. opportunity for teachers to interact with other teachers
6. concept of the inservice during school time rather than after school time
7. the program is on a continuous, long term basis
8. other (please specify)_____

22. In my opinion, the single least important factor that contributes to the success the program has is: (circle one) 29

1. the consultant
2. conferencing as part of the training process
3. content (classroom management and instructional skills)
4. participant's commitment
5. opportunity for teachers to interact with other teachers
6. concept of the inservice during school time rather than after school time
7. the program is on a continuous, long term basis
8. other (please specify)_____

Questions 23-25 are to be completed only by teachers and administrators who have previously been involved in the program.

23. Since participating in the inservices of the ETP, I have either conferenced or been conferenced by other teachers 30

1. on a regularly scheduled on-going basis (more than 10 times a year)
2. frequently, but only upon special arrangement (6 to 10 times a year)
3. occasionally, (3 to 6 times a year)
4. once or twice
5. never

24. Have you used the conferencing skills you learned in ETP to conference in areas other than content taken in ETP (eg. whole language). 31

1. Yes
2. No

25. The extent to which I now use the skills I practiced when involved in the ETP inservices is: 32

1. 100% of the time
2. 75% of the time
3. 50% of the time
4. 25% of the time
5. 0% of the time

26. Please list in order of importance three strengths of the Effective Teaching Program.

1.

2.

3.

27. Please list in the order of importance three weaknesses or problems with the Effective Teaching Program.

1.

2.

3.

28. Please list in the order of importance three changes you would recommend for the Effective Teaching Program.

1.

2.

3.

29. Please list in the order of importance three side effects (negative or positive) that you have noticed for yourself, or for others, as a result of your participation in the Program. Put a plus (+) or minus (-) beside each statement.

1.

2.

3.

30. In one sentence how would you describe the Effective Teaching Program to someone else.

The Effective Teaching Program is

Appendix A5

LIKERT SCALE RATINGS

Percentage views for each of the four groups were determined by adding the agree and stongly agree percent totals together. For example, for the question "ETP is an excellent program" the each of the groups answered as follows:

	frequency	percentage
strongly disagree	1	4%
undecided	1	4%
agree	6	22%
strongly agree	19	70%

Table A5.1 New Participants

	frequency	percentage
strongly disagree	0	0%
undecided	1	4%
agree	6	25%
strongly agree	17	71%

Table A5.2 Previous Participants

strongly disagree	0	0%
undecided	1	4%
agree	7	26%
strongly agree	19	70%

Table A5.3 Administrators

strongly disagree	0	0%
undecided	0	0%
agree	3	20%
strongly agree	12	80%

Table A5.4 Consultants

A composite view of the percentage in agreement would result in the following:

	N	P	A	C
ETP is an excellent program	92%	96%	81%	100%
I was optimistic	86%	96%	92%	87%
ETP improves class. man.	86%	96%	92%	87%
ETP reinforces class. man.	100%	92%	96%	93%
I use the class man. skills	100%	92%	93%	100%
ETP improves inst. skills	89%	100%	86%	100%
ETP reinforces inst. skills	100%	100%	97%	100%
I use the inst. skills	100%	97%	93%	100%
ETP confirmed my phil. tchg.	89%	91%	93%	100%

Table A5.5 Views on ETP by group

Appendix A6

CONTENT ANALYSIS FOR OPEN ENDED QUESTIONS

STRENGTHS OF THE EFFECTIVE TEACHING PROGRAM

	N	P	A	C	T
1. The content is relevant and meaningful	12	5	7	5	29
2. It brings skills to a conscious level	7	10	10	2	29
3. Provides interaction and sharing	11	8	8	8	26
4. Uses theory, model, practice, coaching	5	5	4	8	22
5. Increases teaching skills	3	11	7	0	21
6. The consultant	7	6	2	2	17
7. Positive, non-threatening experience	7	6	0	1	14
8. Gives teachers a common vocabulary	1	3	4	3	11
9. Ongoing, indepth, continuous program	0	0	5	3	8
10. Added to my philosophy of teaching	0	1	6	1	8
11. It is practical	0	0	7	0	7
12. Builds confidence	3	3	0	0	6
13. Teaches confernecing	4	0	2	0	6
14. Pull-out takes you out of class	3	1	0	1	5
15. Motivating, stimulating enthusiastic	4	0	0	0	4
16. Improved classroom management		0	1	3	0

Table A6.1 Strengths of the Effective Teaching Program

N= New Participants
P= Previous Participants
A= Administrators
C= Consultants
T= Total

WEAKNESSES OF THE EFFECTIVE TEACHING PROGRAM

	N	P	A	C	T
1. Inservices disrupt classes	7	5	7	3	22
2. Costly, it's not available for all	5	4	8	4	21
3. Not all consultants are equal	2	4	9	5	20
4. Content limited	4	6	2	3	15
5. Lack of School support	0	0	0	14	14
6. No review session (no followup)	3	4	4	0	11
7. Scheduling problems	0	5	5	1	11
8. Doesn't allow for differences	1	0	6	0	7
9. Should use constructive criticism	2	2	3	0	7
10. Extra work for teachers	5	1	0	0	6
11. Supply teacher problems	4	0	2	0	6
12. Too long. Semester it.	0	1	3	0	4
13. Vocabulary exclusive	4	0	0	0	4
14. None	1	0	2	0	3
15. Needs growing content	2	0	0	0	2

Table A6.2 Weaknesses of the Effective Teaching Program

N= New Participants
P= Previous Participants
A= Administrators
C= Consultants
T= Total

CHANGES

	N	P	A	C	T
1. More consultant training	0	2	6	7	15
2. Add review sessions	5	6	3	0	14
3. More conferencing practice	6	2	0	3	11
4. Expand content	1	1	4	4	10
5. Make it available to more	1	2	6	0	9
6. Shorten it from full year	2	6	1	0	9
7. None	4	0	4	0	8
8. Make it mandatory	2	0	3	2	7
9. Cancel inschool programs	0	0	0	7	7
10. Include other P.D. areas	3	0	0	2	5
11. More funding	1	1	3	0	5
12. More interchanges, visits	2	3	0	0	5
13. More visual examples	4	0	1	0	5
14. Better release time system	0	0	5	0	5
15. More consistent substitutes	1	3	0	0	4

Table A6.3 Suggested Changes for the Effective Teaching Program

N= New Participants
P= Previous Participants
A= Administrators
C= Consultants
T= Total

SIDE EFFECTS FOR THE PARTICIPANTS

	N	P	A	C	T
1. + Increase awareness of my skills	13	9	8	0	30
2. + Increase confidence	9	6	5	6	26
3. + Improved skills, learned more	6	5	8	5	24
4. + Better discipline, less stress	9	8	6	0	21
5. + Interchange and sharing	5	4	4	5	18
6. + Vocabulary helped communication	2	5	9	2	18
7. + Learned conferencing	2	7	8	0	17
8. - Student suffer when tchr gone	8	1	1	0	10
9. + Clarified my philosophy	1	3	0	4	8
10. + Positive experience	1	0	2	4	7
11. + Renewed enthusiasm, motivating	5	0	1	0	6
12. - More work in planning	3	0	0	0	3
13. + Basis for evaluation	0	0	3	0	3

Table A6.4 Positive and Negative Side Effects of the ETP

N= New Participants
P= Previous Participants
A= Administrators
C= Consultants
T= Total

EFFECTIVE TEACHING IS

	N	P	A	C	T
1. Excellent and worthwhile	9	5	6	0	20
2. A heightening of awareness	9	1	4	5	19
3. The positive aspects of teaching	8	1	9	0	18
4. A way to improve teaching	7	3	4	3	17
5. Positive and non-threatening	6	1	5	3	15
6. Theory, demo, practice, transfer	3	0	8	2	13
7. Long term professional devel.	1	1	0	10	12
8. Class manag. and instr. skills	9	2	0	0	11
9. A builder of confidence	1	0	0	0	1

Table A6.5 Effective Teaching Is

N= New Participants
P= Previous Participants
A= Administrators
C= Consultants
T= Total